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ABSTRACT

This report focuses on Interpersonal Influence (INF), an instructional system developed by the Improving Teaching Competencies Program at the Northwest Regional Educational Laboratory. The stated purpose of the system is to provide classroom teachers with a set of skills and concepts that can help them engage in productive, collaborative efforts and understand interpersonal and group processes within their own schools and classrooms. Three evaluative studies are discussed. One of the studies focuses on short-term cognitive and affective effects, one on impact of teachers' training on the classroom, and one on the appropriateness of the system for potential consumers. The first section of this report includes a description of the INF instructional system. The design of the field test, which assessed short-term effects of the system, is presented in section two, while section three includes a description of the results of the field test study. The design of the impact study, which determined the effects of training on student reports of classroom climate, is presented in section four. Section five contains the results and discussion of the impact study. Section six presents the design used in the expert review of INF, while section seven discusses results of the review. Section eight includes recommendations based on the results of the studies presented in this report. The appendixes include field test instruments, questionnaires, inventories, and letters. A summary of this report is also included. (RC)

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INTERPERSONAL INFLUENCE FIELD TEST, IMPACT STUDY AND EXPERT REVIEW

Improving Teaching Competencies Program

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PREFACE

This publication is one of a series of technical evaluation reports issued by the Northwest Regional Educational Laboratory to document evaluation findings for selected products. The subject of this report is *Interpersonal Influence*, an instructional system developed in the Improving Teaching Competencies Program.

This technical report presents the data collected about the system and its objectives during the 1974 field test and impact study as well as a 1975 review of the system by experts in interpersonal skills training. The report contains information concerning short-term cognitive and affective perceptions of classroom climate. Also included are reviewers' comments about how they might use or revise the system, about potential audiences, the format of the materials and probable training effects.

An institutional technical review has been conducted by Laboratory specialists external to the Program. Qualified evaluation consultants external to the Laboratory have also reviewed this report.

Lawrence D. Fish

Lawrence D. Fish
Executive Director

INTRODUCTION

Interpersonal Influence (INF) is one of several instructional systems developed for mass distribution by the Improving Teaching Competencies Program (ITCP) at the Northwest Regional Educational Laboratory (NWREL). Materials in this system, designed for use in preservice or inservice workshops, include training strategies and procedures as well as participant instructional materials designed to help participants examine the concepts involved in interpersonal influence.

Audiences

Several audiences have been considered in the preparation of this report. The primary audience includes personnel at the National Institute of Education (NIE) monitoring the development and quality of *INF*. Other potential audiences include: (a) purchasers who need information concerning the outcomes and reactions to the system, (b) trainers who need information about participants' reactions and possible difficulties in using the materials, and (c) participants who need information regarding the system and anticipated gains.

Report Format

This report is divided into eight sections. The first section includes a description of the *INF* instructional system. The design of the field test, which assessed short-term effects of the system, is presented in Section 2, while Section 3 includes a discussion of the results of the field test study. The design of the impact study, which determined the effects of training on student reports of classroom

climate, is presented in Section 4. Section 5 contains the results and discussion of the impact study. Section 6 presents the design used in the expert review of *INF*, while Section 7 discusses results of the review. Section 8 includes recommendations based on the results of the two studies presented in this report.

Purpose of the Technical Report

This report discusses three evaluative studies--one focusing on short-term cognitive and affective effects, one on impact of teachers' training on the classroom, and one on the appropriateness of the system for potential consumers. Research into the relationship between teacher characteristics and student achievement has been conducted for more than 50 years. Reviewers of this body of research have concluded that a significant relationship between teacher characteristics and student achievement has not been demonstrated (Heath and Neilson, 1974; Gage, 1972; and Mood, 1970).

Heath and Neilson (1974, p. 481) provide an explanation for the inability of the research to show significant effects.

> The literature fails to provide such a basis, not because of minor flaws in the statistical analyses, but because of sterile operational definitions of both teaching and achievement, and because of fundamentally weak research designs.

Several studies, however, have shown a relationship between teacher behavior and student achievement. Rosenshine and Furst (1971)[1] reviewed

[1]The eleven identified variables are: (a) clarity, (b) variability, (c) enthusiasm, (d) task oriented and/or business like behaviors, (e) student opportunity to learn criterion material, (f) use of student ideas and general indirectness, (g) criticism, (h) use of structuring comments, (i) types of questions, (j) probing, and (k) level of difficulty of instruction, in that order.

50 studies and identified 11 teacher-behavior variables that they felt would have the most promise of significantly affecting student achievement. In a study of highly prescribed curriculum, Siegal and Rosenshine (1973) found significant correlations between eight well-defined teacher behavior categories and a specific criterion for student achievement. Wallen (1966), in his study of the relationships between teacher behavior and student achievement found a positive correlation between enjoyment of school and the extent to which the teacher is viewed as warm and permissive. With the exception of Wallen's study, most of the studies have examined student academic achievement and have not provided information on affective variables such as self-concept and acceptance of responsibility.

The problem of determining how student change relates to teacher behavior is compounded in summative evaluation by the inability of the evaluator to manipulate the treatment. "In such cases the instructional system has to be considered, in some sense, as an intact discrete phenomenon, somehow defined exclusive of evaluator intention" (Smith, 1975, p. 5).

Miles (1970) states that most treatment studies are atheoretical and therefore lead to no additions to either science or practice. In choosing criteria that will be useful in assessing the adequacy of an instructional system, Smith (1975) advocates that an evaluator conceptualize potential criteria as situationally relevant hypothetical constructs and develop such criteria generally along the lines of construct definition and validation. This approach has been supported by Messick (1970).

In the three studies reported here, atheoretical considerations including short-term outcomes and potential marketing have been addressed. Additionally, the impact study contributes to the literature on classroom climate and the effects of teacher training.

More specifically, the evaluation addresses:

1. Trainee understanding of the ideas and terminology presented in the workshop (field test)

2. Trainee skills in applying the concepts and ideas to analyze and interpret different influence situations (field test)

3. Trainee awareness of his or her need to influence others (field test)

4. Trainee satisfaction with the content and structure of the workshop (field test)

5. The effects of training on student reports of classroom climate (outcome study)

6. Reviewers' perceptions of the quality of the system (expert review)

DESCRIPTION OF THE *INTERPERSONAL INFLUENCE* SYSTEM

The *Interpersonal Influence* Instructional System

The *Interpersonal Influence (INF)* of the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory (NWREL) consists of materials and strategies for 20 exercises led by trainers in workshop settings. The major purpose of the system, as described in the *Improving Teaching Competencies Basic Program Plans* (NWREL, 1972), is to provide workshop trainees, primarily classroom teachers, with a set of concepts and skills that can help them engage in productive, collaborative efforts and understand interpersonal and group processes within their own schools and classrooms.

The 20 exercises are sequentially arranged. The first five exercises introduce the following conceptual models to both describe and explain the process of *INF*: (a) Sources of Power (French and Raven, 1948); (b) Levels of Power (May 1972); (c) Processes of Influence (Kelman, 1961); (d) Circular Process of Interpersonal Relationships (Lippitt, 1968); and (e) Hierarchy of Needs (Maslow, 1954). The following eight exercises are designed to help participants increase their understanding of these models and use them to identify their personal styles of relating to others in influence situations. The final seven exercises allow participants to use the conceptual models to focus on influence and to practice interpersonal skills in small group settings.

The 20 exercises are combined into a 30-hour workshop led by a trainer. The strategies, materials and procedures are planned and structured to conform to the "Do-Look-Learn" instructional model of

the ITCP. This model stresses reflective and self-directed learning and is based on the belief that the meaning of experiences and exercises is determined by their relevance and significance to the individual participants. Trainers serve only as managers--organizing the materials, giving directions and generally facilitating the progress of participants through the sessions. The trainees take part in activities and generate information either about themselves or a concept central to the content of the system. They then examine and draw generalizations from their experiences.

Objectives of *Interpersonal Influence*

The developers of *INF* and the evaluation staff have identified a number of objectives and outcomes of the systems. The objectives and evaluation criteria addressed in this report have been divided into three categories listed below.

Knowledge and Awareness Gains

At the end of a training workshop in *INF*, it is expected that trainees will be able to:

1. Identify and explain the major concepts, generalizations and principles presented in the system to describe the process of *INF*
2. Identify, describe and make judgments about the characteristics of their own influence style
3. Identify and describe the extent and nature of their own need to influence

Trainee Application and Performance

At the end of a training workshop in *INF*, it is expected that trainees will be able to:

1. Use the major concepts, generalizations and principles presented in the system to diagnose and analyze forces and effects of influence in selected interpersonal group situations..

2. Identify ways in which the major ideas and skills presented and practiced in the workshop may be applied to other settings

3. Demonstrate proficiency in interpersonal and group skills practiced in the workshop

Impact of Trainee Behavioral Changes on Instructional Climate

After training, it is expected that trainees' students will:

Report a more positive classroom climate than students in classrooms with teachers who have not been trained.

DESIGN OF THE FIELD TEST

In this section of the report, the purpose of the field test evaluation and the data collection methods are discussed. The section is divided into two parts: (a) evaluation questions addressed, (b) design of the evaluation, including description of instruments and description of sites.

Evaluation Questions

The major questions addressed in the evaluation work described in this report deal with trainee knowledge and awareness gains, trainee ability to apply the concepts presented in the system, and the quality and acceptability of the contents, strategies and materials to the trainees.

Questions Related to Trainee Knowledge, Awareness and Ability to Apply Concepts

1. Can trainees identify and explain the major concepts, generalizations and principles presented in the system that describe the process of interpersonal influence?

2. Do trainees report that they are able to identify and make judgments about characteristics of their own influence style?

3. Do trainees report that they are able to identify the extent and nature of their own need to influence?

4. Can trainees use the major concepts, generalizations and principles presented in the system to diagnose and analyze forces and effects of influence in selected interpersonal and group situations?

5. Can trainees identify ways in which major ideas and skills discussed and practiced in the workshop may be applied to other settings?

Questions Related to the Quality and Acceptability of the Content, Strategies and Materials of the Instructional System

1. Do trainees perceive the training in *INF* as being useful and report ways the learnings can be applied?

2. Do trainees report overall satisfaction with the *INF* instructional system?

Design of the Evaluation

The design for the field study involved three workshops made up of twenty-four participants each. Workshops were held in various parts of the nation and regional representatives of the ITCP rather than program staff recruited participants.

Recruitment for all field test sites was conducted by the people sponsoring the workshop, although NWREL personnel did advise them on recruitment strategies. The representatives announced the training opportunity to educators in their region. The training population was then to consist of a random sample of volunteer participants at each site.

The design required that at least 60 percent of the trainees in each workshop be teachers who met daily with students in elementary or secondary schools. The other 40 percent of the trainees could come from the secondary target population, including administrators, service personnel, and persons from institutes of high learning. Recruitment problems resulted in some modifications of the design. Modifications are discussed in the site descriptions.

As an inducement to participate, three hours of university credit were made available for participants at all three sites at their expense. Northwest Regional Educational Laboratory paid the trainers at the sites and provided materials free of charge.

The design did not call for any control or comparison groups. Instead, workshop effects were assessed through a comparison of pretests and posttests to determine changes in trainee's knowledge and skills.

Description of Instruments

Three instruments were developed to determine trainee gains and satisfaction with the workshop. Two of the instruments, the *INF* Cognitive Test and the Situation Test, were used to assess trainee gains in knowledge of factors of influence as well as ability to apply the knowledge to a given situation. Both of these instruments were given as pretests and posttests. The third instrument, a Final Questionnaire, was used to determine satisfaction with the workshop and perceived awareness gains due to the workshop. Each instrument is described below. A copy of each instrument is included in Appendix A.

Cognitive Test. During the interim evaluation (Arends and Germann, 1974), a preliminary Cognitive Test was developed by the evaluation staff to determine the trainee's ability to identify and explain the concepts, generalizations and principles presented in the instructional system. The test was constructed by: (a) developing a table of specification for the instructional system, (b) writing test items to fit the identified content areas and (c) selecting items to be representative of the various content areas and to be congruent with the objectives. For the field test, a second group of evaluators identified the concepts taught in each of the 20 exercises of the workshop and examined the cognitive test to assure that all concepts were represented by the test items.

Item analyses and contingency tables were then performed on the data from the interim evaluation, which involved approximately 250 people.

The item analysis of the posttests was used to set limits for deciding which items to keep intact in the field test. In general, evaluators retained test items with item difficulty indexes between .25 and .80 and item discrimination indexes at or above .20. Although some items with item difficulty indexes below .25 were retained to maintain motivation in taking the test and to decrease any threat posed by the test. An item analysis of pretest scores indicated any items which 60 percent of the participants could answer before the workshop. Contingency tables identified items which were answered correctly more frequently on the pretest than the posttest. No such items existed.

Evaluators revised those items not fitting the technical criteria for the Cognitive Test, by changing the stem, the distractors and/or the wording of the keyed answer, if the content of the question was considered valuable in relation to the content of the system. Revisions were based on face validity. Multiple-choice items formed the basis of the test, although more than one type of multiple-choice format appeared in the test. The final test included 34 items, each with one correct answer. In scoring the test, one point was given for each correct answer.

Development of the *INF* Cognitive Test was not aimed at producing a criterion-referenced test. Because the purpose of the evaluation was to differentiate people on training experience, rather than to determine if a specific level of mastery of the system concepts had occurred, norm-referenced tests were judged to be appropriate.

Situation Test. The Situation Test was developed to determine the trainee's proficiency in two areas: (a) analyzing influence forces and effects in a specific situation and (b) identifying ways in which

the ideas presented in the workshop could be applied to another setting. The test presented respondents with the roles of three or four persons involved in an influence situation and the basic issue with which they were concerned. The participants were then asked to discuss all of the possible influence factors which could be involved in the situation. Two forms of the instrument were used, with each participant taking a different form for the pretest and posttest. Form A presented a situation in which a principal and two teachers were interacting about budget considerations. In Form B, a teacher, student teacher, principal and the principal's son were interacting about the son's misbehavior in class. Scoring sheets developed for the test consider several issues: (a) whether a circular influence process was indicated, (b) how many sources of power were attributed to individuals in the situation and (c) the number of needs, goals and outcomes which were discussed for the individuals in the situation. (A sample scoring sheet used with both forms is included in Appendix A.) Because the test could easily become a vocabulary test, the scorers were instructed to work from the definition of each concept as well as the terminology itself. Therefore, in determining the number of sources of power described, credit was given if a respondent gave an example of a specific type of power. At the same time, credit was also given if the terms were used without examples, as it seemed unreasonable to expect participants familiar with concept names to necessarily go into detail about the concepts. Working from the definitions of referent, reward, expert, legitimate and coercive power provided in the manual, the raters were instructed to give credit for a source of power if the respondent included enough information to clearly designate the type

of power being described. The definitions used for scoring, included below, were taken directly from definitions in the workshop manual.

Reward:	The power to give or withhold something perceived by the other as of value
Coercion:	The power to inflict some kind of punishment the other wants to avoid
Legitimate:	The power to use a position, superior knowledge or greater experience to persuade the other to think, feel or do things; the influencee perceives that the influencer has a legitimate right to prescribe behavior for him
Expert:	The power to utilize superior skill or competence to cause others to achieve an effect
Referent:	The power to cause people to do, think or feel things because of personal *attraction*, desire to be like the other, desire to be identified with the other or with what the other stands for

In scoring the number of needs, goals and outcomes listed, the raters gave credit for a statement of outcomes if specific examples of compliance, internalization and identification were given or the terms themselves were used.

An example of an outcome would list the person's motives for responding to the influence, since this was the basic way of identifying the different sources. The definitions used to score for outcomes are:

Compliance:	Compliance occurs when an individual accepts influence from another person or group because he hopes to gain favorable reactions from the other. The behavior is adopted only because it serves the purposes of the individual and is expressed only when the behavior is observed by the influencing person or group.
Identification:	Identification occurs when an individual accepts influence from another person or group because behavior adopted then

establishes or maintains a relationship personally satisfying to the individual; it is a self-defining relationship. The adopted behavior will be observed when the individual sees the behavior as required in order to maintain the other's expectation for his own *role* performance.

Internalization: Internalization occurs when the individual accepts influence from a person or group because it is congruent with his own value system. The individual adopts the behavior because it is useful or congenial to his orientation, or because his own value system demands it.

In the scoring of needs and goals, the same remark was often categorized in different columns by the two raters. Statements of need could refer to a needs hierarchy mentioned in the manual, including needs for self-esteem, self-assertion and aggression. However, statements such as, "The teacher needed to receive a favorable rating to keep her job," were also counted as needs. Statements referring to prospective results of the interaction, such as better school programs and more achievements, were generally scored as goals. If a statement was ambiguously worded, goals and needs were sometimes difficult to differentiate. However, the raters usually gave credit for the same statements, even though the needs and goals categories were not very distinct. Few people mentioned many needs, goals, or outcomes which resulted in problems in scoring these scales. Therefore, the scores were summed and used as a single score.

After reading through each answer, the scorers rated whether any indication of a circular influence process was given. An example of a circular process had to contain, at the least, a statement that action on the part of one person was directly responded to by another. The

raters categorized each answer into a presence-of-circular-process/absence-of-circular-process dichotomy. Each test was scored by two raters who had studied the *INF* manual. The raters were given several sets of pretests and posttests at the same time. The folders containing tests were marked with the site and testing, although the tests themselves were marked only with ID numbers. Inter-rater correlations were computed for power and needs scores for both forms of the test. For Form A, involving a principal and two teachers, correlations were .90 for power scores and .88 for need scores. A phi coefficient computed on scores for circular process indicated an inter-rater reliability of .93. For Form B, involving a principal, the principal's son, a teacher and a student teacher, correlations were .74 for power and .76 for needs. The phi coefficient for scores of circular process was .80.

Final Questionnaire. A Final Questionnaire was used to collect information involving trainee satisfaction and perceptions of the usefulness of the workshop. The instrument was a revised form of the satisfaction questionnaire used in the interim test. Part of the questionnaire dealt with the organization of the workshop, preparation of the trainer and overall usefulness of the workshop ideas in working with students, other personnel and people outside of their profession. Another section of the questionnaire focused on the perceived success of the workshop in terms of: (a) how well the workshop objectives were met, (b) how well the workshop met the individual's needs, (c) how worthwhile the workshop was and (d) whether the participants would recommend it to friends. All of the above questions were rated by participants on a 5-point scale. For most questions, the scale ranged from "very successful" to "not at all successful." However, different

descriptors were used as end points where success was not an appropriate descriptive criterion.

Description of Field Test Evaluation Sites

Recruitment took place at four field test sites. Workshops at the three initial sites in Spearfish, South Dakota; Olympia, Washington; and Portland, Oregon; were to have been completed during the summer. However, only nine participants appeared for the first day of the *INF* workshop in Spearfish, so this site was eliminated from the evaluation. A fourth field test site was established in November in Seattle, Washington. The sites in Portland, Olympia and Seattle are described below:

Portland. Recruitment for the Portland site was conducted by two trainers who were both curriculum specialists in Portland's Area II School District. In recruiting participants, the trainers sent letters announcing the workshop to teachers who had applied for a previous workshop in Portland but had been rejected due to space limitations. The mailing lists were provided by the Office of Field Relations and Dissemination of the ITCP. The letters used for recruitment are included in Appendix B. Anyone contacting the ITCP to inquire about workshops currently being offered in Portland was also referred to the trainers.

Twenty-four participants were recruited: eighteen teachers, one principal, one member of the NWREL staff and three advisory specialists. Six of the participants were from the same school and had been referred to the trainers by the ITCP field relations staff. The trainers seemed familiar with at least one-third of the participants before the workshop. Approximately one-fourth of the workshop participants appeared familiar with other ITCP systems.

Both trainers of the workshop had previous experience in training for the *INF* system. They had been through most of the instructional systems developed by the ITCP personnel. They were also concurrently enrolled in *Preparing Educational Training Consultants (PETC-I)*, a set of three systems developed by ITCP. The workshop was conducted for one week during the summer. The reading room of a local high school was used. It contained several large round tables, carpeted floors and a smaller area with bean-bag chairs where a group could sit. Sessions ran from 8:30 a.m. to 4:30 p.m. each day with a one-hour break for lunch. Procedures specified in the trainer's manual were followed with no problems evidenced.

Olympia. Recruitment for the Olympia field test site was conducted through the office of the Superintendent of Public Instruction by the Supervisor of Learning Resources. The Supervisor of Learning Resources had inquired about the possibility of a workshop and was notified that Olympia was an eligible site for a field test. The field test conditions (24 participants attending all sessions, with at least 60 percent of the participants being teachers) were communicated to the supervisor to make sure that these were known. A letter concerning the workshop (included in Appendix B) was sent to superintendents within the area. No formal procedures were established for notifying teachers of the workshop or controlling the percentage of teachers and administrators enrolled in the workshop. Of the 19 participants recruited for the workshop, 10 were teachers and 9 were administrators. The workshop trainer had trained the *INF* system several times before the field test. She had been through most of the ITCP systems, including the *PETC-I* program. The trainer was not familiar with any of the participants before the workshop.

The workshop was conducted for one week, during August, 1974. Sessions ran from 8:30 to 4:30 with an hour for lunch. A large meeting room in a local junior college was used during the workshop. The room provided tables for group discussions and the participants usually sat around the tables during the workshop.

It is important to note that the participants in the Olympia workshop, were not familiar with NWREL or the model used in the ITCP systems. In discussion after the workshop, the trainer stated that the administrators, in particular, resisted seriously contemplating their own experiences in order to learn about *INF*. (The administrators also tended to work in separate learning groups from the teachers.) During a debriefing at the end of the workshop, a great deal of hostility concerning the structure of the system was voiced. Particular concerns expressed by a majority of the participants dealt with the failure to present a great deal of information to the participants, unresponsiveness of the trainer in terms of providing direction and information concerning right and wrong interpretations of answers, and the existence of time limits which kept groups from following up interesting topics or made them spend longer than they desired on other topics. This attitude may have been aggravated by the instructor's admitting that she preferred other learning models to provide similar training.

Seattle. Recruitment for the Seattle site was conducted by one of the trainers, a member of the Seattle school district's Office of Conflict Resolution. A brief letter (See Appendix B) was sent to teachers in the school district announcing the training. A total of 17 participants went through the workshop, although 2 of the participants missed the first evening of training and pretesting. The participants consisted

of seven teachers, three counselors, a school psychologist, a school nurse, an attendance visitor, a librarian and a supervisor. Few of the participants had been involved in other NWREL workshops. Two trainers conducted the workshop. One of the trainers had been through most of the ITCP systems, including *Preparing Educational Training Consultants*. He was a regional representative for the program and as such, had a great deal of experience in conducting ITCP workshops, although he had not previously trained for *INF*. The senior trainer had been through several of the ITCP systems and had trained for several previous *INF* workshops. The workshop was conducted in November for two consecutive weekends. Friday evening, all day Saturday and all day Sunday of both weekends were scheduled for the workshop. Two adjoining rooms were available for group work. Both had tables for group members to sit around and both were carpeted if participants chose to sit on the floor. Recommended procedures for the workshop were followed. During posttesting, no animosity toward the system or trainers was noticeable.

Summary of Deviations from the Design

Several deviations from the design of the evaluation are reflected in the site descriptions. No random selection of participants occurred at any site, since no extra people volunteered for the workshops. Only 53 percent of the participants in Olympia and 41 percent in Seattle were teachers; the design specified that 60 percent or more of the workshop participants be teachers. At Portland, the proper percentage of teachers was used. While the design specified week-long workshops during the summer of 1974, due to recruitment problems the Seattle workshop was held during consecutive weekends in the fall.

RESULTS AND DISCUSSION OF THE FIELD TEST

The information collected during testing was intended to answer the evaluation questions discussed earlier in this report. In this part of the report, the testing results will be presented in terms of each evaluation question.

Evaluation Questions

Can Trainees Identify and Explain the Major Concepts, Generalizations and Principles Presented in the System and That Describe the Process of Interpersonal Influence?

This question is addressed through the results of the Cognitive Test developed for the field test. The test consisted of 34 multiple-choice questions. One point was given for each correct answer. Threefore, a total score of 34 was possible.

A preliminary analysis of variance on pretest scores indicated no significant differences among the sites. (See Table 1 for the results of the analysis.) Therefore, data from all three sites were combined

Table 1

Results of Analysis of Variance on Pretest Scores

SOURCE	df	SS	MS	F
Site	2	78.82	39.41	1.74[a]
Error	52	1176.97	22.63	

[a]This is nonsignificant at the .05 level.

in a correlated t-test on pretest and posttest scores. There were four subjects who did not have both pretest and posttest data, three at Seattle and one at Olympia. Means and standard deviations at all three sites and for the three sites combined are presented in Table 2. A

Table 2

Means and Standard Deviations on the Cognitive Test

SITE	STATISTIC	PRETEST	POSTTEST
Portland N=24	Mean	18.42	24.50
	SD	5.43	5.21
Olympia N=17	Mean	18.35	23.18
	SD	4.18	4.71
Seattle N=14	Mean	15.64	22.07
	SD	5.02	3.71
Combined N=55	Mean	17.69	23.47
	SD	4.82	4.74

correlated t-value of 10.95 with 54 degrees of freedom indicated that there were significant gains in test scores from pretest to posttest. A mean gain of 5.78 points occurred across all sites combined. Significant positive changes in the Cognitive Test scores indicate that trainees did increase their performance identifying and explaining the ideas presented in the workshop.

Do Trainees Report That They Are Able to Identify and Make Judgments about Characteristics of Their Own Influence Style?

Self-report data from participants was used to answer this question. In Question 5 of the Final Questionnaire, participants were asked to

rate how successful the workshop was in helping them make judgments about characteristics of their own style of influence. Responses to Question 5 are presented in Table 3. Responses were generally positive for Portland and Seattle and neutral for the Olympia workshop.

Table 3

Frequency of Responses to Question Number 5

SITE	RESPONSE ALTERNATIVES					
	Not at all Successful 1	2	3	4	Extremely Successful 5	No Answer
Portland	0	1	4	9	8	1
Olympia	3	4	6	6	0	0
Seattle	0	1	4	8	1	0

In Question 22 of the Final Questionnaire, participants were asked if the workshop helped them make judgments about characteristics of their own styles of influence. Of the Portland group, 96 percent answered "yes," as did 93 percent of the Seattle group. Only 47 percent of the people in Olympia responded "yes." Those who answered "yes" were asked to give an example of what they learned. Answers from all three workshops were categorized and tallied. The results are included in Table 4. In general, the responses were related to specific learning about the individual's attempts to influence people. Thirteen responses from Portland fit into categories which indicated the gaining of some new knowledge about their styles of influence. Six participants from Olympia and eleven Seattle participants responded in those categories.

Table 4

Participants' Specific Learnings about Their Own Styles of Influence

TYPE OF LEARNING	NUMBER OF RESPONSES		
	Portland	Olympia	Seattle
Learned my style is appropriate/ positive	1	1	3
Learned about the specific ways I try to influence people (based on concepts in the workshop)	6	1	1
Became aware of my general method of responding to an influence situation	6	2	3
Learned that I can influence others (how they react to my attempts to influence them)	--	2	4
Became conscious of the general ways people influence each other/ factors in an influence situation	3	2	--
Reaffirmed what I already knew	--	3	2
Other	1	1	--

These three sources of evidence converge upon the conclusions that the workshop was viewed as helping participants learn about their influence styles at two of the three sites. At Olympia, this effect was not reported as much.

Do Trainees Report That They Are Able to Identify the Extent and Nature of Their Own Need to Influence?

This question, again, was answered through self-report information collected at the end of the workshop. In Question 6 on the Final Questionnaire, trainees rated the success of the workshop in making

them examine the extent and nature of their own need to influence. Responses to Question 6 are presented in Table 5. Portland respondents were somewhat positive while Olympia and Seattle respondents were more neutral.

Table 5

Frequency of Responses to Question Number 6

Site	Response Alternatives					
	Not At All Successful 1	2	3	4	Extremely Successful 5	No Answer
Portland	0	2	5	13	3	0
Olympia	1	4	8	5	1	0
Seattle	1	3	6	3	2	0

When subjects were specifically asked if the workshop had helped them identify the extent and nature of their need to influence (Question 25), the percentage of affirmative responses was 83 percent at Portland, 60 percent at Seattle and 26 percent at Olympia.

Those who answered "yes" were asked to give an example of what they had learned. Categorized examples of what participants learned are reported in Table 6. In general, subjects reported their need to influence others in terms of a need hierarchy presented in the workshop or in terms of specific motives for influencing others (to meet desired outcomes or to be able to identify with a group). Several people also reported recognition of specific methods or guidelines they used in deciding how to influence others.

Table 6

Self-Reports of Learning About Nature and Extent of Need to Influence Others

Reported Learning	Number of Responses At Each Site		
	Portland	Olympia	Seattle
Influence others because of need for self-assertion/identity	2	--	2
Influence others because of need for feelings of self-worth/ recognition/acceptance	4	--	--
Influence others to reach specific, important outcomes	4	1	3
Found myself frustrated/not accepting when I can't influence a group	3	2	1
Have specific methods or guidelines for influencing others	3	--	1
Other comments	3	2	1

The answers to Questions 6 and 25 of the Final Questionnaire indicate that some trainees felt they learned to identify the extent and nature of their need to influence. The examples of increased awareness also suggest that learning occurred.

Can Trainees Use the Major Concepts, Generalizations and Principles Presented in the System to Diagnose and Analyze Forces and Effects of Influence in Selected Interpersonal and Group Situations?

The Situation Test was developed to answer this question. Means and standard deviations on the Situation Test for the Power scores are presented in Table 7 and for Need scores in Table 8. The means for the two forms of the test cannot be directly compared because Form B,

Table 7

Means and Standard Deviations of Power Scores at Each Site

Site	Form	Pre N	Pre $\bar{X}$	Pre SD	Post N	Post $\bar{X}$	Post SD
Portland		13	6.96	4.12	11	7.64	3.78
Olympia	A	9	4.83	1.78	8	5.44	4.88
Seattle		8	2.62	1.19	7	6.86	4.29
Portland		11	4.45	1.80	13	6.81	3.54
Olympia	B	8	3.50	1.83	9	6.28	2.33
Seattle		7	3.21	2.29	8	3.44	2.46

Table 8

Means and Standard Deviations of Need Scores at Each Site

Site	Form	Pre N	Pre $\bar{X}$	Pre SD	Post N	Post $\bar{X}$	Post SD
Portland		13	3.65	2.88	11	4.64	2.50
Olympia	A	9	1.72	1.48	8	1.75	1.96
Seattle		8	1.19	1.73	7	2.64	1.38
Portland		11	1.22	1.62	13	1.50	1.22
Olympia	B	8	.88	1.09	9	1.78	1.87
Seattle		7	1.21	1.11	8	1.06	1.59

involving one more person in the situation than Form A, has potentially higher scores. For example, Form A has a potential high score of 15 for power, while Form B has a potential high score of 20, if all the characters in the situation are attributed the five sources of power. The upper limits are not fixed for possible Need scores, since any number of needs, goals or outcomes can be attributed to the characters in the situation. However, there are still more potential responses for Form B than Form A.

It should be noted that "N's" differ from pretest to posttest. Because neither time nor subjects were available for test refinement work, and it was likely that the tests were not parallel, it was decided to give each form to half of the trainees at each site. Trainees responded on the posttest to the form which they had not taken as a pretest. This was done to reduce inflated posttest scores due to familiarity with the situation.

Analyses of variance were performed on Power and Need scores. The two-way analyses of variance compared pretest and posttest scores for the same form of the test. They were also used to check for site differences. Interactions were not to be interpreted because Huck and McLean (1975) indicated problems which occur in trying to interpret interactions when one factor of an analysis is pretest-posttesting. The results of the analysis for Power scores are presented in Table 9. Results for Need scores are contained in Table 10.

Significant pretest, posttest and site differences were found on Form B Power scores. Portland scored consistently highest on Power scores, both for the pretests and posttests. The significant F-ratio for pretest and posttest differences, indicates a gain in test score

Table 9

Analysis of Variance of Power Scores

Source	Form	df	SS	MS	F
Pre-Post	A	1	45.23	45.23	3.43
Site		2	67.75	33.88	2.57
Interaction		2	38.42	19.21	1.46
Error		50	659.23	13.18	--
Pre-Post	B	1	42.70	42.70	6.60**
Site		2	49.46	24.73	3.83*
Interaction		2	16.71	8.35	1.29
Error		50	323.20	6.46	--

*Significant at .05 level.
**Significant at .01 level.

Table 10

Analysis of Variance of Need Scores

Source	Form	df	SS	MS	F
Pre-Post	A	1	9.10	9.10	1.9
Site		2	64.36	32.18	6.74**
Interaction		2	4.67	2.33	0.49
Error		50	238.62	4.77	--
Pre-Post	B	1	1.56	1.56	.74
Site		2	.52	.26	.12
Interaction		2	2.52	1.25	.59
Error		50	105.76	2.12	--

*Significant at .05 level.
**Significant at .01 level.

during training. Positive changes in test score also occurred for Form A Power scores. However, these changes did not reach the statistical significance level of those for Form B.

Need scores increased from pretest to posttest in all instances, except for Form B at Seattle. Significant differences between sites were found on Form A. On Form B, however, there were no significant site differences.

The Situation Test was also scored for evidence of a circular process. Table 11 shows the number of people whom both raters scored as using a circular process (Yes), those both raters said did not use a circular process (No) and the number of responses over which the raters disagreed (Maybe). Chi-square analyses were performed on the pretest and posttest totals for Form A and Form B.

Table 11

Number of Tests Indicating Evidence of a Circular Process

		PRETEST				POSTTEST			
Site	Form	N	Yes[a]	No[a]	Maybe[a]	N	Yes	No	Maybe
Portland	A	13	9	4	0	11	3	6	2
Olympia	A	9	2	7	0	8	2	6	0
Seattle	A	8	1	7	0	7	3	4	0
Total		30	12	18	0	26	8	16	2
Portland	B	11	6	3	2	13	5	7	1
Olympia	B	8	2	6	0	9	6	1	2
Seattle	B	7	2	5	0	8	3	4	1
Total		26	10	14	2	30	14	12	4

[a]Yes = both raters marked that there was evidence of a circular process.

No = both raters marked an absence of a circular process.

Maybe = one rater marked presence of a circular process, one marked absence.

A chi-square of 2.65 was found for Form A ($p<.30$) and 7.72 for Form B ($p<.03$). Although the scores did change from pretest to posttest, there was no uniform positive change across all sites.

Both the Need and Power scores indicated differences among the three sites. The Portland mean scores were highest on both the pretest and the posttest.

Scores for evidence of a circular process showed a decline at the Portland site. At the other two sites, the percent of responses indicating a circular process increased. It is difficult to determine why Portland, which usually scored highest, would show an opposite trend to the other workshops. It is possible that concepts of power, need and circular process received differing emphasis at each workshop, but it is at least equally plausible that a regression phenomenon would account for two findings.

In general, improved performance in at least some aspects of an influence situation occurred at every site. The fact that some differences have been found shows that the workshop did have an effect on the trainees' abilities. Further refinement of a measuring instrument and improved design may well produce more conclusive results. It must be remembered, however, that positive changes could result from familiarity with the test format as well as the traning.

Validity of the Situation Test. In addition to the procedures used to assure the Situation Test possessed content validity, correlations between the Power and Need scores of the Situation Test and Cognitive Test scores were also examined. For Form A, the correlation between scores on the Cognitive Test and Power scores was .41; for Form B it was .46. Both of these correlations are statistically significant at

the .001 level. Correlations between the Cognitive Test and Need scores were .24 ($p<.02$) for Form A and .05 for Form B. The small sample sizes, as well as the differences in the forms undoubtedly contribute to the inconsistent relationship between the two scores.

Correlations were also computed between the Power score on the Situation Test and the composite score on six questions (Questions 9-14) in the Cognitive Test which dealt specifically with sources of power. Correlations for Form A, Power scores were .65, ($p<.001$) while those for Form B were .36 ($p<.01$). Similar correlations were computed on the Needs score for the Situation Test and five items (Questions 5, 6, 7, 8, and 25) dealing with types of outcomes in the Cognitive Test. The correlations were .02 for Form A and -.10 for Form B.

These correlations indicate that the Power scores on the Situation Test are related to performance in recognizing examples of the sources of power. More direct relationships are found for Form A than for Form B. However, the Needs score on both Forms A and B of the Situation Test--which measures the accumulated needs, goals and outcomes mentioned for characters in the situation--appears to have no relationship with ability to recognize examples of the specific types of influence outcomes discussed in the *INF* manual.

Can Trainees Identify Ways in Which Major Ideas and Skills Presented in the System and Practiced in the Workshop May Be Applied to Other Settings?

An answer to this question is available from two sources: the *INF* manual and the Situation Test. The manual forces trainees to apply the workshop concepts to a variety of settings which are developed through films, role-playing activities or settings provided for discussion. The Situation Test indirectly determined whether participants applied the workshop ideas to other settings. The settings provided in the two

forms of the test were different from any used in the workshop. If a participant could analyze the situation using ideas from the workshop, it follows that he/she could see ways of applying the ideas to other settings. Since all participants used some workshop ideas in answering the Situation Test, it can be concluded that they were able to identify ways the ideas may be applied to new settings.

Do Trainees Perceive the Training in Interpersonal Influence as Being Useful and Report Ways the Learning Can Be Applied?

Questions 8-12 and 18 of the Final Questionnaire were used to answer this question. In Questions 8-12, trainees were asked how successful the workshop was in providing ideas or skills which were useful in a variety of settings. Frequency distributions of these questions and Question 18 are presented in Table 12. Responses to these questions were generally positive for the Portland site, neutral for Seattle, and neutral to negative for Olympia.

Do Trainees Report Overall Satisfaction with Interpersonal Influence Instructional System?

Trainee responses to the Final Questionnaire indicate some variation in satisfaction with the workshop. Questions 1-7 and 13-17 of the Final Questionnaire asked trainees to rate the success of the workshop in meeting trainee goals and the objectives of the workshop. Trainees also indicated how worthwhile the workshop was and whether they would recommend it to a friend with interests similar to theirs. Frequency tabulations for these questions are included in Table 13, page 35.

Responses to the Final Questionnaire indicate differences among the three sites which should not be overlooked. The Olympia participants were usually negative or neutral in their ratings of the workshop,

Table 12

Frequency of Respondents' Ratings of the Success of the Workshop in Reaching Specific Goals

QUESTION NUMBER	GOAL BEING RATED	SITE	RESPONSE ALTERNATIVES					
			Not at all Successful 1	2	3	4	Extremely Successful 5	No Answer
8.	Providing useful skills and concepts for working with others outside your professional life.	Portland	0	1	3	11	8	0
		Olympia	4	8	3	3	1	0
		Seattle	0	1	8	4	2	0
9.	Providing information with practical application for your work with students.	Portland	0	4	4	10	4	1
		Olympia	3	6	7	2	1	0
		Seattle	0	2	8	1	2	2
10.	Providing information with practical application for your work with teachers.	Portland	0	2	2	12	6	1
		Olympia	3	6	5	4	1	0
		Seattle	0	1	8	4	1	1
11.	Providing information with practical application for your work with superiors.	Portland	1	0	2	12	8	0
		Olympia	3	8	4	4	0	0
		Seattle	0	5	5	3	2	0
12.	Providing information with practical application for your work with others (please specify who the others are).	Portland	0	1	3	13	4	2
		Olympia	2	4	4	2	0	7
		Seattle	0	1	8	4	1	1
			RESPONSE OPTIONS					
			Extensively 1	2	3	4	Not at all Successful 5	No Answer
18.	How much do you plan to integrate the ideas, skills and/or materials presented in this workshop into your work?	Portland	5	11	6	1	0	0
		Olympia	2	2	6	8	1	0
		Seattle	1	3	8	1	1	1

Table 13

Perceived Success of the Workshop in Meeting Goals

QUESTION NUMBER	GOAL BEING RATED	SITE	RESPONSE ALTERNATIVES					
			Not at All Successful 1	2	3	4	Extremely Successful 5	No Answer
1.	Providing clear information concerning directions and rationales for the different sessions.	Portland	0	0	6	10	6	1
		Olympia	6	5	4	3	1	0
		Seattle	0	3	4	4	4	0
2.	Offering new insights, new ways of viewing old problems.	Portland	0	1	4	11	7	0
		Olympia	3	6	5	4	1	0
		Seattle	0	0	2	10	3	0
3.	Addressing what you thought were important issues/vital concerns.	Portland	0	2	5	11	5	0
		Olympia	4	4	8	3	0	0
		Seattle	0	0	7	6	2	0
4.	Demanding original thinking on your part.	Portland	0	0	5	10	8	0
		Olympia	4	4	7	3	1	0
		Seattle	0	4	5	4	2	0
5.	Helping you make judgments about characteristics of your own influence style.	Portland	0	1	4	9	8	1
		Olympia	3	4	6	6	0	0
		Seattle	0	1	4	9	1	0
6.	Helping you identify the extent and nature of your need to influence others.	Portland	0	2	5	13	3	0
		Olympia	1	4	8	5	1	0
		Seattle	1	3	6	3	2	0
7.	Maintaining your interest throughout the workshop.	Portland	0	0	3	9	11	0
		Olympia	8	4	5	2	0	0
		Seattle	0	2	7	4	2	0
13.	How successful do you feel this workshop was in meeting your expectations about what you personally wanted to get out of it?	Portland	0	2	4	7	8	2
		Olympia	5	7	5	1	1	0
		Seattle	1	2	6	3	3	0
			Very Clear 1	2	3	4	Very Unclear 5	No Answer
14.	How clearly did you understand the workshop's overall objectives?	Portland	11	5	3	4	0	0
		Olympia	0	7	5	3	4	0
		Seattle	2	3	5	4	1	0
			Extremely Successful 1	2	3	4	Not at all Successful 5	No Answer
15.	How successful do you feel the workshop was in achieving its overall objectives?	Portland	2	17	3	1	0	0
		Olympia	0	5	5	7	2	0
		Seattle	2	3	6	3	1	0
			Extremely Worthwhile 1	2	3	4	No Worth At All 5	No Answer
16.	Now that the workshop is over, how would you sum up the experience?	Portland	10	10	3	0	0	0
		Olympia	2	2	2	11	2	0
		Seattle	2	4	6	1	1	1
			Definitely Recommend 1	2	3	4	Definitely Not Recommend 5	No Answer
17.	Would you recommend this workshop to a friend whose interests are like yours?	Portland	17	4	2	0	0	0
		Olympia	2	2	0	7	8	0
		Seattle	2	4	6	2	1	0

while the Portland group was more positive. Seattle respondents were usually between the other two sites.

In order to determine attitudes toward the workshop in general, participants were asked several questions about the costs incurred by the workshop and whether the workshop was worth the cost. Five participants gave up potential income to attend the workshop. Estimates of the amount given up varied from $65 to $600. Median costs for the participants' travel and food, asked about in Question 19, are presented in Table 14. Costs for tuition were also included in the question. Twelve people at Portland and eight at Olympia paid the $30 tuition for college credit. No one at Seattle listed any tuition costs.

Table 14

Median Costs For Workshop

SITE	TRAVEL	FOOD
Portland	$ 3.00	$ 0
Olympia	3.00	0
Seattle	10.00	5.00

At all sites, costs to most participants were minimal, except for the time spent in the workshop. Portland and Seattle participants generally felt the costs were about right or too small, while 42 percent of the Olympia participants felt the costs were too high. (Data about participant satisfaction with costs are presented in Table 15.)

When asked on the Final Questionnaire what they liked least about the workshop, the Olympia participants indicated they would have preferred

Table 15

Judgment of Cost of Workshop Compared to Gains

SITE	FREQUENCY RESPONDING TO EACH CATEGORY			
	TOO GREAT	ABOUT RIGHT	TOO SMALL	NO ANSWER
Portland	0	9	12	2
Olympia	8	6	3	2
Seattle	1[a]	7	6	1

[a]This response made by one person who had given up $320 potential income to attend the workshop.

a different structure, including more involvement of the trainer as an authority and a motivator. Categorized responses from the three sites to Question 25 of the Final Questionnaire are presented in Table 16. A number of participants disliked the inflexibility of timing and felt some ambiguity existed in the instructions or goals. Specific activities or lack of them were also mentioned. The instructions for some of the activities, particularly the pluralistic ignorance activity and the pennies game, appear to have been unclear and led to some dissatisfaction. The time schedule for activities also presented a problem, both in the inflexibility of the schedule and in the workshop scheduling.

On Question 24, summarized in Table 17, page 39 several participants commented that they liked the materials and structure of the workshop. A number of the participants enjoyed the social interaction and use of learning groups. While different group members appeared to have caused problems, the use of groups was a strong positive feature of the

Table 16

What Participants Liked Least about the Workshop

COMMENT	NUMBER OF RESPONSES		
	PORTLAND	OLYMPIA	SEATTLE
Too much presented in a short time	1	2	3
Time allowed for activities not flexible enough for meeting own needs	4	5	1
Long hours	2	1	3
Time (no qualifiers added)	1		1
Too much structure	--	4	--
Ambiguous instructions/goals for activities	5	--	4
Lack of an authority/too much sharing of ignorance	--	4	--
Noninvolvement of trainer/lack of motivation for doing activities	--	5	--
Specific group/people	2	3	2
Specific activity/material or lack of activities	8[a]	4	2
Other	3	1	1

[a]At the Portland site, five people complained about directions for pluralistic ignorance activities; two persons complained about the pennies game; comments about other activities made by only one individual.

workshop. Participants also commented on the open, nonthreatening atmosphere which was created for the groups to work in.

In summary, people indicated satisfaction with the content and materials of the system, although some of the directions were unclear.

The structure of the workshop was more controversial, with participants at Olympia having particular difficulty with the structure. A number of people at each site liked working in groups.

Table 17

What Participants Liked Best about The Workshop

COMMENT	NUMBER OF RESPONSES		
	PORTLAND	OLYMPIA	SEATTLE
Getting to know (liking) the people; social interaction	2	5	2
Enjoying the group; good integral relations	6	5	3
Using groups for learning and sharing experiences/feelings; receiving feedback	12	2	2
Good materials/structure	3	2	2
Open, nonthreatening atmosphere	3	1	1
What was learned	3	1	1
Trainer	1	3	1
Specific activities	3	1	--
Other	2	1	--

EVALUATION DESIGN: IMPACT STUDY

Evaluation Question to Be Answered

The Impact Study was designed to answer one question:

> Do students in classrooms where teachers have been trained report a more positive classroom climate than those in classrooms where teachers have not been trained?

Description of the Study

The Impact Study design called for the recruitment of 144 fourth through sixth grade teachers who would be randomly assigned to one of four treatments. One of the treatments was to involve participants in a one-week *INF* workshop; a second was to involve participants in a one-week *Group Process Skills (GPS)* workshop. The third group would be involved in a two-week long workshop which would combine both *INF* and *GPS*. People selected for the fourth group would be a control group, being tested with the other groups but receiving a one-week workshop the following winter. The participants for the *GPS* workshop were recruited for another NWREL evaluation study involving classroom climate, and the data collected from this group was not used in this study.

Subject recruitment for the study began in April 1974. Brochures describing the *INF* and *GPS* workshops were distributed to fourth through sixth grade teachers in the Seattle area. In the brochures, teachers were informed that if they signed up for the workshop, they would be randomly assigned to a group and notified as soon as possible as to whether they would be in the one-week or two-week workshops at the end of August, or whether they would be part of the control group.

Response to the brochures was far short of the needed number of teachers. Only 29 teachers responded that they were interested in the

workshop. In order to determine some causes for the low return rate, two evaluators called about fifteen teachers on the mailing list who had not signed up for the workshop. When asked why they were not interested, the teachers usually gave two responses; either the teacher had already made plans for the summer involving the weeks of the workshop or the teacher did not remember receiving the brochure.

A meeting was called with several of the evaluation and field relations staff members. It was decided to postpone the workshop until the following fall to allow for another recruitment effort when schools opened again in September. Also, because moving the workshop back to the fall would require weekend meetings, the one-week workshops (*INF* and *GPS*) would be scheduled over two consecutive weekends. The two-week workshop (*INF-GPS* combined) was eliminated from the design at this point, because it was felt that very few teachers would be able to meet for four consecutive weekends. Teachers who had responded to the brochure were randomly assigned to treatments and told that the workshop would be delayed.

In early September, brochures were again sent to fourth through sixth grade teachers in the Seattle area to recruit participants for workshops on September 27-29 and October 4-6. These brochures provided the same information as the earlier ones. However, teachers were given an option of stating their preference for either a two-weekend workshop (*INF* or *GPS* treatment) or a delayed workshop (control group). This eliminated the random sample, but was felt to be necessary by the field relations staff who thought we would not be able to obtain the needed number of participants otherwise.

About one week before the workshop, respondents to the brochures were assigned to treatments. Those respondents indicating a preference

for a one-week workshop were randomly assigned to either *GPS* or *INF*. Those preferring the delayed workshop were put into the control group. Respondents indicating no preference were randomly assigned to the three groups, with the stipulation that all groups have approximately the required number of participants. By the day of the workshop, the required number of participants (36) were assigned to each treatment. However, at the meetings of the 3 groups, 22 people appeared for the *INF* workshop, 25 for the *GPS* and 27 for the control group meeting. It was discovered that eight of the participants were concurrently involved in another ITCP workshop. It was felt that this additional training might influence the results and because there were only eight persons receiving the additional training they were eliminated from the analyses. This resulted in 18 participants in the *INF* group, 24 participants in the *GPS* workshop and 24 in the control group.

During the initial meetings with the three groups, trainees were asked to provide the name of a person who would be willing to administer classroom climate questionnaires to their students. Principals, school counselors, and other teachers were selected by trainees to be test administrators. During the following week, three members of the evaluation staff personally delivered a set of climate questionnaires and directions to the designated test administrators. (Questionnaires and instructions are described on pages 45-50.) The trainees and test administrators were asked to administer the questionnaires by October 4 and send them to the evaluators as soon as possible. Administration of the questionnaires occurred in the trainee's classroom with the trainee not in the room. Administrators were directed not to show the responses to the trainee and to mail the questionnaires and responses immediately.

When the pretests were returned, it was discovered that 7 of the 66 teachers did not have usable data. Two of the teachers in the control group taught as a team and so only one set of questionnaires was returned. Three teachers who taught as a team had been assigned to different treatments. They were instructed not to return the questionnaires. One set of questionnaires was never delivered, due to difficulties in locating the school at which the teacher taught. Two sets of questionnaires were returned without any teacher identification, making it impossible to assign an identification number.

In late November, posttest questionnaires were sent to the test administrators from whom usable data had been received. They were asked to return the questionnaires by the end of the first week in December. At this time, the number of usable questionnaires dropped to 47. Two teachers wrote that they were no longer teaching the same group of students and did not readminister the questionnaires. One teacher had been using a student teacher most of the time, so the data were not used. Data from one teacher was received too late for analysis. Three sets of questionnaires were returned without the teachers' names and could not be used.

For nine teachers, no questionnaires were returned. Difficulties in school district permission to use one of the Climate Questionnaires precluded any followup on the nonreturns until late January. By this time, the evaluator decided not to contact teachers from whom no questionnaires were returned due to the elapsed time between the major testing and followup testing.

Of the 23 control and *INF* teachers from whom complete data were collected, 13 teachers were in the *INF* treatment, and 10 were in the control group.

During the first training session, all teachers completed a Background Questionnaire which asked what grade level they taught, their sex and age, their years of teaching experience, highest degree obtained and reasons for attending the workshop. On the questionnaire, the teachers also indicated what other ITCP workshops they had attended. The responses of the teachers attending the initial meetings are presented in Table 18, excluding those eight omitted because of attendance at another ITCP workshop. The responses of the teachers for whom complete climate data were available are presented in Table 19.

It should be noted that most of the trainees were in their thirties and forties and had more than seven years of teaching experience. Few of the *INF* trainees had participated in other ITCP workshops; however, the control group had more participants who had previous experience in human relations workshops. The main reasons the teachers signed up for the workshop were that the trainees really wanted to learn about the subject, it satisfied some requirement, and there was no cost for attending.

Description of Climate Questionnaires

The Climate Questionnaire was used to detect differences in classroom climate which resulted from exposure to the *INF* workshop. The questionnaire needed to be appropriate for students in the fourth through sixth grades, since only teachers of these grades were included in the study.

Because it was not feasible to develop and validate a climate inventory specifically for this study, intact subscales from existing instruments were used in the instrument. As a first step, an examination of existing instruments was made. Inventories which were described as

Table 18

Background Questionnaire Results

Question	Percentage of Participants in Each Category	
	INF N=18	Control N=24
Sex		
Female	56%	58%
Male	44	42
Age		
20-29	11	21
30-39	39	33
40-49	28	29
50-59	11	13
60-69	0	4
No answer	11	0
Grade Taught		
4th	50	25
5th	22	33
6th	28	33
No answer	0	8
Years of Experience		
0	0	4
1-3	0	4
4-6	5	13
7-10	28	25
11+	67	50
No answer	0	4
Highest Degree Obtained		
BA/BS	67	58
MA/MS	33	38
No answer	0	4
Other Workshops		
Other ITCP Workshops	5	21
Other Human Relations Workshops	39	67
None	67	33
Reasons for Attending the Workshop		
It satisfies a requirement or gives me credits I need	28	54
Many others in my school were attending	0	8
My superiors suggested I go	0	8
My superiors gave me the opportunity to go	5	4
I was selected to attend	11	21
My attendance was paid for	28	33
I came because I really wanted to learn	44	50
I'd heard...	0	4
I had a particular problem to solve	11	25
Other	17	29

Table 19

Background Questionnaire Responses by Participants with Complete Climate Data

Question	Percentage of Participants in Each Category	
	INP N=13	Control N=10
Sex		
Female	38%	50%
Male	62	50
Age		
20-29	0	20
20-39	31	30
40-49	38	30
50-59	15	20
60-69	0	0
No answer	15	0
Grade Taught		
4th	54	30
5th	31	20
6th	15	50
No answer	0	0
Years of Experience		
0	0	0
1-3	0	0
4-6	0	0
7-10	15	20
11+	85	70
No answer	0	10
Highest Degree Obtained		
BA/BS	46	50
MA/MS	54	40
No answer	0	10
Other Workshops		
Other ITCP Workshops	0	0
Other Human Relations Workshops	33	80
None	54	20
Reasons for Attending the Workshop		
It satisfies a requirement or gives me credits I need	38	60
Many others in my school were attending	0	0
My superiors suggested I go	0	10
My superiors gave me the opportunity to go	8	10
I was selected to attend	15	20
My attendance was paid for	38	50
I came because I really wanted to learn	62	40
I'd heard...	0	10
I had a particular problem to solve	8	30
Other	31	20

measuring classroom climate were reviewed on the basis of whether they: (a) indicated direct teacher behaviors since teachers were the workshop participants or (b) indicated consideration on the part of teachers, e.g., letting people talk in the classroom or paying attention to student's feelings and motives. Initial scales were selected from four instruments, the Student Activities Questionnaire (SAQ) (Ellison, Callner and Fox, 1973); Student Behavior Description Questionnaire (SBDQ) (Croft, 1972); My Class Inventory (MCI) (Anderson, 1973) and Student Attitude and Activity Survey (SAAS) (Nelson, 1973). A description and psychometric evaluation of the climate scales are included in Appendix C.

The four tests from which subscales were selected were first considered in terms of the criteria listed above. As a second step, the evaluator listed the selected subscale items and summary descriptions of what the subscales were intended to measure. A review of the list and summary by several evaluators narrowed the selection of scales to those which seemed most appropriate to the system. This resulted in the selection of 17 subscales. A summary of the scales is presented in Table 20.

A description of these subscales, along with the items themselves, was then circulated to the developers of *INF* for the comments. Later, the developers were asked to rate each item of the subscales on a 6-point scale indicating the relationship of the item to the system goals. A rating of "1" indicated no relationship to the goals while "6" indicated a direct relationship.

The developers were then asked to classify the items in terms of the relationship to system goals if they were generalized to the classroom. Once all of the items were ranked, item rankings for each subscale

Table 20

Subscales For the Climate Inventories

Subscale Title	Test Selected From	No. of Items	Description
Climate	SAAS	7	Measures child's feelings of freedom in talking with school authorities and following rules.
Reinforcement of Self-Concept	SAAS	6	Measures the amount of feedback the teacher provides to make a child feel good about his/her work.
General School Sentiment	SAAS	13	Measures general feelings about school and specific activities the child does which indicate feelings about school.
Process Approach	SAAS	4	Measures the amount that the class has discussions which cause the child to think about alternate views of an issue.
Individualized Approach (decision making)	SAAS	4	Measures the amount of input children have in deciding on class activities.
Teacher Consideration	SEDQ	8	Measures teacher behavior which is characterized as friendly and courteous to students. The teacher is considerate of student feelings and is easy to get along with, pleasant and cheerful to the student.
Teacher Thrust	SEDQ	7	Measures the teacher behaviors which motivate, instruct and obtain student participation in academic activity. It describes the ability of teachers to appropriately structure class activities, encourage students to express their opinions and allow the students to discuss and clarify their thinking about the subject matter.
Domination	SEDQ	7	Measures teacher behaviors that are authoritarian, critical and impersonal. The dimension describes behaviors to dominate, restrict and allow little freedom for students to discuss class material.
Cohesiveness	MCI	9	Measures the amount of intimacy students feel within their class. This would distinguish between children who feel like members of the class as opposed to non-members. Cohesive classes sanction only goal directed behavior.
Friction	MCI	9	Measures the amount of quarreling and tension within the class.
Satisfaction	MCI	9	Measures the amount students enjoy their class.
Competitiveness	MCI	9	Measures student perceptions of the amount that students in the class compete with one another.
Enjoyment of School	SAQ	6	Measures the student's enjoyment of class activities and school work.
Reinforcement of Self-Concept	SAQ	7	Measures the amount of positive feedback received by students, either through personal contact or structured class activities.
Classroom Participation	SAQ	5	Measures student participation in class activities--frequency of class discussions, number of students who typically participate and opportunities for participation.
Democratic Classroom Control	SAQ	7	Measures amount of student input into classroom decision making, planning of individual activities and enforcement of rules.
Individualization of Instruction	SAQ	6	Measures the extent that students perceive their teachers as sensitive to their own individual needs, progress and goals.

were averaged for a scale ranking. Scale ranks as they were determined are presented in Table 21. Overall, the developers were satisfied that the subscales related to the system; they could add no other scales for consideration. One of the developers stated that *INF* provided no direct application of the concepts taught to the classroom. In a sense, any events involving teacher behavior in a classroom were of a secondary nature.

Because of the large number of items involved, two forms of the climate inventory were developed. Form A consisted of items from the MCI and SAQ, while Form B was comprised of the items from SAAS and SBDQ. Answer format varied for the different instruments: the MCI and SBDQ have "Yes"-"No" answers while the SAAS and SAQ require multiple-choice responses. In Form A, all items from the MCI, followed by the SAQ items. In Form B, SBDQ items were first, followed by SAAS items. Items from each original instrument were randomly ordered. Copies of Form A and Form B are included in Appendix D.

Specific instructions were created for the administration of the questionnaires. The instructions asked that each child write in the teacher's name and his/her grade level. The children worked a sample test item with the test administrator and then continued the inventory on their own. The test administrator was told to answer any questions the students had concerning the test. A copy of the instructions for the test administrator is also included in Appendix D. In pretesting each classroom, Form A and Form B were given alternately to students in the classroom. During posttesting, directions to test administrators suggested that students with reading problems might be given Form B, since it was shorter than Form A.

Table 21

Developers' Rankings of the Scales
According to the Goals of *Interpersonal Influence*[a]

Scale	Developer 1	Developer 2	Average
MCI			
Satisfaction	4.33	4.11	4.22
Friction	1.55	1.44	1.50
Competitiveness	1.25	2.12	1.68
Cohesiveness	1.00	1.55	1.28
SAQ			
Enjoyment of School	4.17	3.33	3.75
Reinforcement of Self-Concept	4.00	4.71	4.36
Classroom Participation	4.60	5.60	5.10
Democratic Classroom Control	5.83	5.67	5.75
Individualization of Instruction	3.00	5.00	4.00
SAAS			
Climate	3.57	3.14	3.36
Reinforcement of Self-Concept	4.40	5.80	5.10
General School Sentiment	3.90	2.27	3.08
Process Approach	3.50	4.67	4.08
Individualized Approach	2.5	6.0	4.25
SBDQ			
Teacher Consideration	5.25	4.12	4.68
Teacher Thrust	4.71	5.14	4.92
Teacher Domination	2.71	4.87	3.79

[a]The ratings ranged from "1," no fit to the system goals, to "6," a primary goal of the system.

RESULTS AND DISCUSSION: IMPACT STUDY

Analyses of covariance were performed on the posttest scales of both forms of the climate inventory. Covariates for the analyses were selected in two ways. First, the pretest score of the scale being analyzed was used as a covariate. A second method for selecting covariates involved the development of an intercorrelation matrix of all background with posttest scale scores.

Background variables which correlated higher than .30 or less than -.30 with a posttest scale score and between -.30 and .30 with participation in *INF* were used as covariates in the analysis of that scale. The background variables used for each scale and their correlations with the scale are presented in Table 22, page 54. Since a multivariate analysis of covariance was not used in this study, the reader is referred to Appendix C for intercorrelations among the scales. Adjusted means and standard deviations are presented in Table 23, page 55.

The F-ratios for each scale are presented in Table 24, page 56. No significant differences were found between the *INF* and control group. An examination of the differences between the *INF* and control group on the adjusted means in Table 23 shows that the *INF* group was more favorably rated than the control group on four of the seventeen climate scales. The control group was more favorably rated on the remaining thirteen scales. An examination of ten scales rated by the developers as showing greater relationship to system goals, that is, those with average developer ratings of at least 4.00, revealed a 4 to 6 split between those rated more favorably for *INF* and those rated more favorably for the control group (See Table 21, page 51). In trying to interpret these

Table 22

Background Variables Used as Covariates

Posttest Scale	Covariates For Analysis	
	Covariate	Correlation To Scale
MCI		
Satisfaction	Age	-.94
	Attended because really wanted to learn	-.08
	Attended because had a particular problem	.03
Friction	None	—
Competitiveness	Grade taught	-.28
Cohesiveness	Participation in *Interaction Analysis, RUPS*[a]	.02
SAQ		
Enjoyment of School	Attended because had a particular problem	.14
Reinforcement of Self-Concept	None	—
Classroom Participation	Attended because of what had been heard	-.02
Democratic Classroom Control	None	—
Individualization of Instruction	Age	.33
	Attended because had a particular problem	.09
SAAS		
Climate	Attended because selected to attend	-.07
Reinforcement of Self-Concept	None	—
General School Sentiment	None	—
Process Approach	None	—
Individualized Approach	Participation in other human relations workshops	.03
SBDQ		
Teacher Consideration	Attended because selected to attend	-.07
Teacher Thrust	Attended because superiors suggested it	-.05
Domination	Attended because it satisfies a requirement	.16

[a]All of participants who had attended *Interaction Analysis* had also attended *RUPS*.

Table 23

Adjusted Means for Analysis of Covariance of Climate Post Data

Scale	Treatment	Unadjusted Mean	Adjusted Mean
MCI			
Satisfaction	INF	13.79	13.83
	Control	13.81	13.77
Friction[a]	INF	14.97	14.92
	Control	15.01	15.08
Competitiveness[a]	INF	14.43	14.43
	Control	13.93	13.93
Cohesiveness	INF	14.10	14.15
	Control	14.41	14.36
SAQ			
Enjoyment of School	INF	12.14	12.16
	Control	12.27	12.25
Reinforcement of Self-Concept	INF	11.57	11.56
	Control	11.29	11.30
Classroom Participation	INF	10.20	10.19
	Control	10.09	10.10
Democratic Classroom Control	INF	14.45	14.46
	Control	14.71	14.70
Individualization of Instruction	INF	11.45	11.46
	Control	11.84	11.83
SAAS			
Climate	INF	11.65	11.53
	Control	11.71	11.87
Reinforcement of Self-Concept	INF	7.97	7.95
	Control	8.14	8.17
General School Sentiment	INF	16.19	16.24
	Control	16.99	16.92
Process Approach	INF	9.90	9.90
	Control	9.88	9.88
Individualized Approach	INF	2.46	2.47
	Control	2.60	2.59
SBDQ			
Teacher Consideration	INF	20.46	20.29
	Control	20.75	20.93
Teacher Thrust	INF	20.09	19.81
	Control	20.40	20.73
Domination[a]	INF	14.41	14.49
	Control	14.37	14.28

[a]These scales represent negative qualities so that a low score indicates a favorable rating.

Table 24

Analysis of Covariance of Climate Questionnaire Post Data

Table 24

Analysis of Covariance of
Climate Questionnaire Post Data

Scale	Source	df	SS	MS	F
MCI					
Satisfaction	Treatment	1	.02	.02	.02
	Error	20	22.78	1.14	
Friction	Treatment	1	.11	.11	.14
	Error	19	14.12	.74	
Competitiveness	Treatment	1	1.21	1.21	2.50
	Error	17	8.21	.48	
Cohesiveness	Treatment	1	.20	.20	.73
	Error	18	4.94	.27	
SAQ					
Enjoyment of School	Treatment	1	.05	.05	.09
	Error	21	12.91	.62	
Reinforcement of Self-Concept	Treatment	1	.43	.43	.54
	Error	23	18.48	.80	
Classroom Participation	Treatment	1	.04	.04	.07
	Error	23	12.15	.53	
Democratic Classroom Control	Treatment	1	.34	.34	.50
	Error	23	15.73	.68	
Individualization of Instruction	Treatment	1	.83	.83	3.09
	Error	23	6.17	.27	
SAAS					
Climate	Treatment	1	.63	.63	3.16
	Error	20	3.98	.20	
Reinforcement of Self-Concept	Treatment	1	.33	.33	1.69
	Error	23	4.45	.19	
General School Sentiment	Treatment	1	2.49	2.49	4.09
	Error	20	12.18	.61	
Process Approach	Treatment	1	.00	.00	.02
	Error	23	5.67	.25	
Individualized Approach	Treatment	1	.08	.08	1.96
	Error	19	.76	.04	
SBDQ					
Teacher Consideration	Treatment	1	1.97	1.97	.36
	Error	17	93.47	5.50	
Teacher Thrust	Treatment	1	5.02	5.02	1.15
	Error	23	100.73	4.38	
Domination	Treatment	1	.22	.22	.13
	Error	18	31.59	1.76	

results, it is important to remember that the small sample sizes in the study, selection bias and the amount of time between training and posttesting may all have affected the results of the study. At this time, however, it can not be concluded that participation in *INF* has any effect on classroom climate.

It should be noted that several actions in the selection of climate scales were taken to increase the chance of finding treatment effects. A relatively large number of scales was used, since it was unclear in what specific ways the training might affect climate. Only existing scales were used in the study and scales were selected which related to teacher behavior, as opposed to student behaviors or institutional structure. This selection was intended to maximize the chance of detecting climate differences resulting from changes in teacher behavior due to the workshop. All scales were reviewed by the system developers for suitability in determining outcomes of training. In other words, the selected climate scales reflected that aspects of climate which seemed most likely to change.

EXPERT REVIEW DESIGN

The evaluation design (ITCP, 1974) for *INF* calls for an expert review of the system. Because the system is finished and in production, the review focuses primarily upon marketing questions to determine how the system might be used by various educational personnel.

The questions asked in the review deal with potential client groups for *INF*, the strengths and weaknesses of *INF* in comparison with similar systems, the perceived willingness or capability of the reviewers to conduct *INF* workshops, and the suitability of costs of *INF*.

Instrumentation

Two questionnaires were developed for the review of *INF* by evaluators in the ITCP, in conjunction with the director and assistant director of Dissemination and Installation Services at the NWREL. They were developed primarily to answer questions pertinent to any decisions concerning the marketing of *INF*. General issues were suggested by the dissemination personnel; questions created by the evaluators were generally constructed to suggest alternatives, rather than to be completely open-ended. The questionnaires were reviewed by the dissemination personnel and ITCP personnel. They were then submitted to the Office of Research and Evaluation Services for final approval and clearance.

A Market Questionnaire was used at an *INF* workshop involving teachers and administrators' which comprise two of the consumer groups of *INF*. The purpose of this questionnaire was to determine the teachers' and administrators' attitudes toward the *INF* workshop, whether they

would recommend it to people in their own district, and what they saw as strengths and weaknesses of the system.

A longer questionnaire was developed for reviewers with experience in training interpersonal relations and group process workshops. This Expert Review Questionnaire asked about reviewers' background, their comfort in acting as an *INF* trainer in a variety of conditions, and their suggestions for changing the system. Additional questions concerning potential clients, financing, and the strengths and weaknesses of *INF* in terms of cost, format, content, usefulness to clients, appropriateness for clients, and probable effects were included. In assessing the strengths and weaknesses of *INF*, reviewers were asked to compare it to a similar workshop of their choice. Both questionnaires are included in Appendix E.

Subjects

Three groups of subjects were solicited for the expert review. The first group consisted of 26 trainees in an *INF* workshop, given at the University of Idaho in July 1975. The background of these reviewers, including their present position, highest degree, and previous experience with ITCP programs, is presented in Table 25.

The second group of subjects was randomly selected from a listing of personnel affiliated with National Training Laboratory (NTL). In this listing, five areas of competence are designated: Organization Development Consultant, Community Development Consultant, Laboratory Educator, Group Relations Training Consultant, and Personal Growth Group Consultant. One area (Community Development Consultant) was excluded because it was not felt to be relevant to *INF* training. Each person selected from the list needed to be qualified in two areas of

Table 25

Background of *Interpersonal Influence* Workshop Participants Acting as Reviewers (N=26)[a]

Responses	Number of Participants[a]
Position	
Teacher	13
Administrator	10
Other	3
Highest Degree	
BS/BA	10
MS/MA	15
No Response	1
NWREL System Previously Attended	
Facilitating Inquiry	5
Group Process Skills	5
Higher Level Thinking	10
Interaction Analysis	1
Interpersonal Communications	9
Systematic and Objective Analysis of Instruction	10
Number of NWREL Systems Attended	
0	8
1	8
2	4
3	2
4	2
5 or greater	2

[a]Since some respondents indicated more than one category, the number of participants may add up to more than 26.

interest. All persons not living in the United States were also excluded because of cost and time consideration. One hundred thirty-five people received an initial mailing which included a letter asking them to be in the review, a brief description of *INF*, and a post card to return indicating their willingness or unwillingness to participate in the

review. Approximately 50 post cards were returned; 24 people indicated their willingness to act as reviewers of *INF*. These reviewers were sent trainers' manuals, transcripts of audio and video tapes used in the workshop, a questionnaire, and a return envelope for the questionnaire. The deadline of August 22 was established in the initial letter. Many of the post cards which did come back indicated that the people did not have the time at the present to work on the questionnaire. Accordingly, the deadline was changed to September 26 and the mailing procedure was repeated for contacting the remaining 75 eligible people from the NTL Trainer's List. In all, 50 people agreed to review *INF*; complete responses were received from 29 reviewers. Five letters of critique, and four letters explaining why the questionnaire was not completed were also received. One questionnaire was received too late to tally.

The third group consisted of 28 persons experienced in training *INF*. These people were sent a letter asking them to complete the questionnaire and return it in the enclosed envelope. The letter is included in Appendix F. Completed questionnaires were received from 13 former trainers. The background of NTL and *INF* trainers, including position and experience with ITCP systems, is presented in Table 26. A list of these trainers is included in Appendix F.

Most of the *INF* and NTL trainers indicated that they held more than one position. Nine responses were made by the *INF* trainers in the category of school administrative personnel, only one of the NTL trainers responded in this category. Two of the *INF* trainers and eighteen NTL trainers indicated that they were college professors. Six NTL trainers indicated they held some other position within a college and one NTL trainer has a position with the government. Most of the *INF* and NTL trainers indicated that they were independent consultants.

Table 26

Background of National Training Laboratory and *Interpersonal Influence* Trainers

Response	*INF* Trainers N=13	NTL Trainers N=28
POSITION		
School Administration Personnel		
Principal	2	0
Vice-Principal	1	0
Superintendent	1	0
Assistant Superintendent	1	0
Coordinator	2	0
Director	2	1
College/University Personnel		
Professor/Instructor	2	18
Social Sciences	1	11
Education	0	5
Physical/Biological Sciences	0	1
Business	0	3
Humanities	2	5
Other	0	0
President	0	4
Department Head	0	2
Dean	0	0
Administrative Assistant	0	0
Independent Consulting Personnel		
Member of an independent consulting firm	3	14
Independent trainers	4	14
NTL background	1	21
Organization development consultant	3	23
Community development consultant	1	13
Laboratory educator	2	22
Group relations training consultant	2	19
Government Personnel	0	1
NWREL SYSTEMS PARTICIPATED IN		
Interpersonal Influence	10	1
Cross-Age Peer Help	1	0
Facilitating Inquiry in the Classroom	2	0
Higher Level Thought Processes	1	1
Interaction Analysis	2	2
Interpersonal Communication (IPC)	9	2
Preparing Educational Training Consultants (PETC-I)	9	2
PETC-II	8	0
PETC-III	5	0
Relevant Explorations in Active Learning (REAL)	2	0
Research Utilizing Problem Solving (RUPS)	9	2
Social Conflict and Negotiative Problem Solving	8	0
Systematic and Objective Analysis of Instruction (SOAI)	1	0
System Approach for Education (SAFE)	3	0
NWREL SYSTEMS TRAINED		
Interpersonal Influence	10	1
Cross-Age Peer Help	1	0
Facilitating Inquiry in the Classroom	0	1
Higher Level Thought Processes	1	1
Interaction Analysis	0	1
Interpersonal Communication (IPC)	5	0
Preparing Educational Training Consultants (PETC-I)	5	0
PETC-II	2	0
Research Utilizing Problem Solving (RUPS)	3	8
System Approach for Education (SAFE)	2	0
Systematic and Objective Analysis of Instruction (SOAI)	1	0

Interpersonal Influence and NTL trainers also indicated their familiarity with human development and group process skills workshops both as workshop trainers and as participants. Of the three *INF* respondents, seven indicated that they were very familiar with the area as a trainer; three respondents were familiar, two were somewhat familiar, and one person did not respond. As participants, nine *INF* trainees were very familiar with the area, three were familiar, and one did not respond. Of the 28 NTL respondents, 26 indicated they were very familiar with the area as trainers and 2 were familiar with it. As participants, 19 of 28 NTL trainers said they were very familiar with the area; four said they were familiar, one was somewhat familiar, one was unfamiliar with the area and two did not respond.

RESULTS AND DISCUSSION: EXPERT REVIEW

Potential Clients

All three sets of reviewers were asked to indicate potential clients who would benefit most from participation in *INF*. A list of potential clients was provided, along with instructions to select a maximum of five categories. Reviewer responses are presented in Table 27. Categories most often selected included: elementary and secondary teachers, school based administrators, and district level administrators. College administrators, counselors, and noneducational personnel were also selected by a number of reviewers.

Table 27

Reviewers' Reports of Client Systems That Would Benefit from Participation in *Interpersonal Influence*

Client System	*INF* Trainer Respondents N=13	NTL Trainer Respondents N=28	*INF* Participant Respondents N=26
Elementary Teachers	4	22	8
Secondary Teachers	5	20	10
College Professors/Instructors	4	10	1
School Building Based Administrators	11	22	11
District Administrators	9	14	8
College Administrators[a]	4	9	1
Counselors	1	9	8
Librarians	0	2	0
Support Staff	3	0	0
Board Members or Trustees	2	0	2
State Department of Education Personnel	2	6	1
Education Association Personnel	2	1	0
Other Educational Personnel	2	0	0
Persons Not Involved in Education	2	10	1
All of the above[b]	0	0	7[b]
No Response	0	2	0

[a]Responses for the category for NTL and *INF* trainers were formed by combining discrete occupations listed in the questionnaire which fit in this category.
[b]These individuals checked all of the categories listed above. They are not included in any of the above numbers.

Reviewers were asked to indicate how *INF* would help the client systems they selected. Many reviewers mentioned general outcomes, such as increased awareness of influence or increased skill. Reviewers who gave the reasons for selecting specific client systems usually indicated that the clients were in influential positions or positions requiring influence or negotiating skills.

Important Aspects of *Interpersonal Influence*

In Question 5 of the Expert Review Questionnaire, *INF* and *NTL* trainers were asked to indicate important aspects of *INF* which would positively or negatively affect their recommendation of the system to an interested school district. The categories listed in the questionnaire, along with categories developed from reviewer comments are included in Table 28. Comments made by single reviewers are not included.

Perceived Ability to Act as Trainers

Interpersonal Influence has been developed so that people can act as workshop trainers after they have participated in an *INF* workshop. Potentially, this strategy results in a large number of trainers. *Interpersonal Influence* trainers, NTL trainers, and *INF* participants were all asked under what conditions they would feel capable as *INF* trainers. *Interpersonal Influence* and NTL trainers were asked to differentiate between training in familiar and unfamiliar client systems. *Interpersonal Influence* trainers indicated no differences between the two client systems. National Training Laboratory trainers were less likely to feel perfectly capable of acting as trainers with unfamiliar clients than with familiar ones; 21 felt perfectly capable with familiar clients as opposed to 15 with unfamiliar clients. Only one person, an

Table 28

Number of *Interpersonal Influence* and National Training Laboratory Reviewers Indicating Specific Positive or Negative Aspects of *Interpersonal Influence*

Important Aspects of *INF*	Positive Aspects		Negative Aspects	
	INF Trainers N=13	NTL Trainers N=28	*INF* Trainers N=13	NTL Trainers N=28
The basic cost for the materials (leader's manual, participants' materials, audio-visual materials)	6	17	3	3
The time necessary for the workshop (30 hours of training)	3	8	7	14
Persons who have participated in *Interpersonal Influence* can act as trainers in subsequent sessions	8	21	1	6
The system employs small group interaction for learning	8	26	1	1
The system emphasizes reflective and self-directed learning	9	24	1	0
The system presents various conceptual models relating to human development	5	22	1	1
The system involves participants in personal learning	2	2	0	0
The system is very structured	0	3	0	0
Content of the system	3	0	0	3

NTL trainer, indicated that he would not feel at all capable as a trainer of *INF* with an unfamiliar client system. The NTL trainers who did feel perdectly capable indicated that they would either feel somewhat capable as trainers or would feel capable of acting as a cotrainer first, then as a trainer.

The *INF* participants did not feel as capable of training *INF*. Three *INF* participants said they would not feel at all capable. Three indicated they would feel perfectly capable as trainers, while seven

respondents would feel somewhat capable. Sixteen respondents of the 26 *INF* participants, indicated acceptability of acting as a cotrainer first, than a trainer. Six *INF* participants wanted further experience conducting workshops in general, although most of these participants also said they would feel capable of acting as a cotrainer first, then as a trainer.

Strengths of *Interpersonal Influence* in Comparison to Other Systems

Interpersonal Influence and NTL trainers were asked to think of an alternative workshop to *INF* for use with administrators. They then compared *INF* and the alternative system in terms of cost, workshop format, material content, appropriateness for administrators, and probable long- and short-term effects. Two NTL trainers and five *INF* trainers did not respond to the question at all. Five NTL reviewers and one *INF* reviewer did not choose comparison groups, but rated the strengths and weaknesses of *INF*. Fourteen NTL and seven *INF* respondents selected published workshops. Among published workshops selected were *Interpersonal Influence* and *Research Utilizing Problem Solving*, ITCP workshops. They were selected by five and one reviewers, respectively. A brief description of alternative systems selected is included in Appendix G. The remaining seven reviewers selected either general organizational development processes or workshops they had developed themselves. Their responses are also included in Appendix G.

After commenting on the strengths and weaknesses of *INF* and the comparison system (if one was used), reviewers rated the two systems on the evaluative areas. These ratings are presented in Table 29. The *INF* participant reviewers rated *INF* in several of the same areas. Their ratings are included in the table. Both *INF* and the selected comparison

Table 29

Overall Ratings of *Interpersonal Influence* and Comparison System by Reviewers

Rating Scales	Reviewers' Ratings of Systems					
	INF Trainers N=13		NTL Trainers N=28		*INF* Participants N=26	
	INF	Other Sytem	*INF*	Other System	*INF*	Other System
Cost of System						
Reasonable	4	2	15	5	—[a]	
Somewhat	3	2	6	9	—	
Prohibitively Expensive	1	0	0	0	—	
Workshop Format						
Too Well Organized	0	0	0	0	2	
Well Organized	7	2	24	12	22	
Parts Were Organized	0	2	2	7	1	
Poorly Organized	0	0	0	0	0	
Material Content						
Comprehensive	6	2	15	9	18	
Adequate	1	2	9	10	7	
Superficial	0	0	1	0	1	
Usefulness to Clients						
Useful	7	4	17	16	17	
Somewhat Useful	0	0	7	3	7	
Not Useful	0	0	0	0	1	
Depends on Initial Sophistication	0	0	1	0	0	
Audience						
Appropriate For Administrators	7	4	10	14	—[a]	
Adequate	0	0	14	4	—	
Inappropriate	0	0	1	0	—	

[a] *INF* participants did not rate the system in this area.

systems were rated highly. When *INF* and NTL trainers were asked which system they would recommend to a school district, five *INF* and seven NTL trainers selected *INF*, two *INF* and nine NTL trainers selected the other system and one *INF* and two NTL trainers added other criteria for selecting a system. The systems that would be recommended over *INF* were: (a) Managerial Grid, (b) Supervision, (c) Improving Interpersonal Effectiveness, (d) NTL Management Work Conference, (e) Problem Solving; Management by Objectives, (f) Management of Conflict, (g) *Interpersonal Communications*, (h) Sequential Analysis of Verbal Interaction, (i) The Administrator as a Convenor of Organizational Problem Solving followed by Organizational Development for Staff, (j) Professional Development Program, and (k) a system designed specifically for the client group.

Specific strengths and weaknesses of *INF* for each area were listed by NTL and *INF* trainers. In this section, comments made by at least two reviewers are listed. Following each comment, the number of *INF* and NTL trainers making the comment is indicated in parentheses.

Cost

Costs for the *INF* workshop materials are $19.95 for the leader's manual, $12.95 per set for participant materials and $99.50 for audio-visual materials. Comments about the strengths of cost of *INF* included: *INF* is reasonable (nine NTL) and *INF* is inexpensive (three *INF*, one NTL). A number of reviewers felt *INF* is too expensive (three *INF*, three NTL). The cost of audiovisual material was also problematical (two NTL).

Workshop Format

Strengths of *INF* in terms of workshop format were: ease of implementation (two *INF*, fourteen NTL), good organization (three *INF*,

four NTL), the balance between cognitive and experiential learning (one *INF*, three NTL), and the self-learning format (three *INF*). Weaknesses of the format were: (a) excessive structure (fourteen NTL), (b) problems of at least one activity (one *INF*, fifteen NTL), and (c) time needed for the workshop (three *INF*).

Material Content

The comments about *INF* strengths in terms of material were: (a) the content was considered good (two *INF*, six NTL), (b) the content was based on theory (one *INF*, five NTL), (c) the material was comprehensive (one *INF*, four NTL), and (d) it was easily understood (two NTL). As weaknesses of the *INF* content, reviewers stated that the content was not comprehensive (three NTL), that the content emphasis should be changed (three NTL), that the content lacked flexibility (three NTL), and that the material was unclear in places (two NTL).

Appropriateness for Administrators

The reviewers were asked to discuss the appropriateness of *INF* for administrators. While administrators form one of several audiences for *INF*, for simplicity they are the only group about which reviewers were asked. Reviewers' comments were that it adequately reached administrators (three *INF*, eight NTL) or could be adapted for them (three NTL). Other reviewers, however, felt that it was not appropriate for administrators (two *INF*, four NTL), and generally indicated teachers as a more appropriate audience.

Probable Short-Term Effects

In terms of probable short-term effects, strengths of *INF* were seen as creating increased awareness of influence behaviors (two *INF*, ten NTL), increasing influence skills (three *INF*, six NTL), and increased

knowledge of the concepts presented (five NTL). Other reviewers saw little change (five NTL) or the possibility of negative training effects (three *INF*).

Probable Long-Term Effects

Among reviewers' expectations for long-term outcomes of *INF* were: (a) changed awareness of behavior (three *INF*, five NTL), (b) *INF* acting as a basis for future learning (two NTL), (c) greater self-confidence (two *INF*), and (d) new group norms of cross-role participation in the workshop (two *INF*). Other reviewers stated that long-term effects were possible if the training were integrated with additional training (one *INF*, two NTL). Weaknesses of the system included lack of any effect without followup (two *INF*, seven NTL) and the possibility of negative effects such as frustration in attempting to use the concepts (three NTL).

Suggested Changes

Based upon their perceptions of the strengths and weaknesses of *INF*, *INF* and NTL trainers were asked to suggest changes they would make if they trained the system. Reviewers' responses are presented in Table 30. A number of reviewers would make no changes; others would change primarily the training time and the number of exercises. Among the reviewers making other comments, three reviewers said they needed to conduct the workshop before suggesting changes, three liked the workshop design, and six suggested content changes in the system as a whole or in specific exercises. No other specific comments were made by more than one reviewer.

Financing of *Interpersonal Influence* Workshops

Interpersonal Influence and NTL trainers were asked how *INF* might be financed in one of their client systems. The four components

Table 30

Number of Reviewers Suggesting Changes in *Interpersonal Influence*

Changes	*INF* Trainers N=13	NTL Trainers N=28
Would suggest changing the following:		
No change	2	8
Number of trainers	0	2
Number of participants	0	2
Size of the groups	0	1
Length of time required for the training	4	10
Number of exercises	1	9
Sequence of activities	2	3
Introduction	5	3
Specific exercise(s)	2	6
Focus for participation (from small groups to...)	0	0
Other (please specify)	3	13

considered were the leader's manual, participants' manuals, college credit for participants, and audiovisual materials. While most *INF* trainers responded to the question, only five NTL reviewers responded. Suggested financing of the leader's manual was 100 percent by the district or state (six *INF*, two NTL), 100 percent by the schools (two *INF*), 100 percent by the leader (one *INF*), or 100 percent by the personnel training division (one *INF*). Suggestions for financing the participants' manuals included: (a) 100 percent by the district or state (three *INF*, two NTL), (b) 50 percent by personnel training and 50 percent by the division employing participants (one *INF*), (c) 75 percent by the district or state and 25 percent by individual schools (one *INF*), (d) 100 percent by participants (three *INF*, three NTL) and (e) 50 percent by participants and 50 percent by the district or state (one *INF*). Suggestions for financing the audiovisual materials included the leaders

paying 100 percent of the cost (one *INF*), the district or state paying 100 percent (seven *INF*, three NTL), and the individual schools paying 50 percent and the leaders paying 50 percent (one *INF*). College credit was to be paid for either entirely by participants (eight *INF*, three NTL), 10 percent by participants and 90 percent by the state (one *INF*), or 50 percent by participants and 50 percent by the training headquarters (one NTL). Overall, most of the respondents felt the district or individual schools should pay the costs of *INF* training.

Reviewer Comments about the *Interpersonal Influence* System

At the end of the questionnaire, reviewers were asked to make other comments about *INF*. Along with comments indicated on the questionnaire, letters sent by several reviewers are summarized as part of this section. Five of the reviewers who made specific comments said that they liked the system. One person indicated that they liked the system but saw other problems which were listed later. Three reviewers indicated problems in specific exercises and discussed those exercises. Two reviewers felt that the workshop took too much time. Two reviewers felt that there was a need for more information for trainers. One reviewer felt that because the workshop was the type to arouse trainee feelings, very skillful trainers would be needed to handle the feelings which would be raised in the workshop. Two reviewers did not appear to like the workshop at all. Other reviewers made general comments. Reviewers' comments or excerpts from categories of comments are presented below. They have been categorized into favorable and unfavorable comments.

Favorable Comments

> I have had no greater pleasure in reviewing anything any more than this great work that has

been put together by the authors and publishers of *Interpersonal Influence*, an innovative, forward looking, relevant, clear, concise, and informative educational curriculum. Congratulations!

I have found *INF* to be a very valuable, low key way of looking at interpersonal influence.

I like the system very much. The use of films, judging by the scripts, is excellent. I would like to lead it sometime.

. . . First of all, I want to say that I am impressed with the total package. I am impressed with the "guts" and fortitude that it took to organize and assemble all of the material. Generally, I believe the thinking and the approach is sophisticated and important. I believe at minimum, this is an important contribution and base on which to build, both in terms of the concepts, practice and the approach. . .

Generally a good program--easily understood and easily administered. Well thought through design. I am pleased to have gotten acquainted with this material.

I am very impressed with the thought and care that has gone into the preparation of this program. In my judgment, this is an exceptionally well conceptualized and executed program. I would be quite interested in seeing the behavioral consequences of participants in this program.

Unfavorable Comments

I feel that the program of instruction you offer is too "gimmicky," intellectual, and atomistic. There seems to be too much paper work and an emphasis on causal factors. Some of the "games" used are quite unreal and unnecessary. The analysis of experiences reflect a "there-and-then" period rather than a "here-and-now" period of experience. The topic of "feedback," which I find most important is given only slight attention. The theory lecturettes seem of little help and reinforce an analytical approach. My own preference is to have the participants develop their own theories out of the experiences in the Lab. The exercises that follow don't seem too relevant to the lecturette--except for the cute diagrams which I find rather distracting."

Overall, carefully designed,--format easy to use, theory clearly demonstrated, learning exercises creative. It is a nice "package" but from my experience, it becomes too stilted, too controlling, and the packaging does not leave room (unless the "manager" exercises an option) for necessary group interaction without structure. Enjoyed reading the program.

I found this program interesting, and I think I learned some things about design in studying it. My concern with the program is the apparent lack of depth in the models and the experiences provided. Seems to me a person investing 30 hours in the training could expect to get more, especially regarding power and its use in the organizational setting (politics, unions, norms such as cosmopolitan/local, professional/bureaucratic, inter-group relations, etc.). Also, something on Schutz' FIRO and/or McClelland's power. And on problem solving and the uses of influence in problem solving process.

. . . Approaching the format from the user's viewpoint and my previous experience, I believe it is "workbookie" and that any of the workbook exercises, in a sense which are important, tend to be too superficial and therefore fulfill a workbook function and tend to collude with the whole educational approach. . .I believe the twenty-session format takes too much time and is approached in too many pieces to have continuity and meaning. I have the impression of being spoon fed and talked down to. In addition, I believe it discourages continuity, learning, and utilization of the concepts and skills. . . there is little emphasis on transfer. . . In relation to the impact of the trainee behavioral changes on instructional climate and peer working relationships (see page xii), I found the outcome and changes expected, limited. I was concerned that not much was said or intimated about skills and actual influence. . . In terms of leadership materials where participants may become leaders at the end of this course. I raise real question, not about the notion of people being able to do this, but that there is little opportunity for people to evaluate their successful performance and, therefore, understand whether they are in a position to lead or not. . . Education is in serious trouble today and I believe it requires intensive interventions at several levels to do this. *Interpersonal Influence* is a key area to

intervene in and I would like to see this be a stronger intervention.

My major concerns about the package are (1) Whether there are too many discrete exercises strung together--thus too many changes of pace. (2) Trainer skill will be a gi- factor--would worry about inexperienced trainers taking too regimental an approach and making participants feel "overly" influenced."

. . . of greater concern is the whole process of taking untrained trainees with fairly large groups (up to 36, in which case the trainers could have no way of remaining in touch with all the trainees) and doing exercises that are likely to raise the feeling level of trainees. If all your trainees are emotionally stable and in a satisfactory life situation, this would cause no problem. Unfortunately, that kind of trainee group rarely occurs and I think training in a way that raises feelings without having an adequate number of skillful trainers is irresponsible.

I like *INF* next to *PETC-I*, it is my favorite to train of the NWREL programs. Most participants seem to enjoy it. Yet--it seems to have the least immediate applicability to school settings and seems to meet fewer felt organizational needs than the other Program 100 systems. In its present form, and in its present sequence position in the PODS program, *INF* is distinctly unmarketable. This is especially true in eastern urban areas, such as Detroit and New York, where survival needs are strong, and programs whose impact is not immediate and direct are worthless. In these settings, too, I get the most complaints about the length of training time, the structure, the racist quality of the films and the sexist nature of the printed materials. I'm afraid that XICOM will find *INF* less saleable than *IPC*, especially since very few organizations can sustain the 100 percent cost increase for materials.

It is well done, but too controlled for the trainer to have a meaningful role, or for group to design its own learning.

I am struck (sic) that the material in the manual is copyright when most of it has been around and used for years by workshop trainers.

RECOMMENDATIONS

Recommendations to Persons Responsible for Planning and Implementing Inservice or Preservice Programs

The following factors should be considered in deciding whether or not to use the *INF* instructional system.

First, it is safe to conclude that if the system is used, those responsible can anticipate that participants will gain knowledge concerning the concepts taught in *INF* and will learn to apply these concepts. At least some participants will feel they have learned about their needs to influence others and the characteristics of their personal style of influence. However, there is little evidence that participation in the workshop will affect classroom climate.

A second consideration is suggested by the apparent differences in learning and satisfaction at each site. The causes of the differences are unknown, although trainer variables and differing expectations may account for some differences. However, the careful preparation of participants' expectations for a learning structure based on shared experiences and ideas rather than trainer direction and expertise should prove helpful in providing a good experience to participants. This procedure has been strongly recommended by ITCP in the past.

Recommendations to Potential Participants

Those who involve themselves in an *INF* workshop should anticipate a particular type of learning experience. First, small group or independent self-directed work consumes most of the participant's time. The training strategies encourage a high degree of involvement and a minimum of instructor intervention. In a model that emphasizes

self-reflective, self-directive learning, the responsibility for learning falls on the learner. Trainers must also find themselves in situations where activities are stopped before participants are ready. The workshop emphasizes the processes involved rather than the actual content of each activity. Many participants in the field test and the expert reviewers positively evaluated this learning mode, although some of the participants were critical and reported it would have been helpful to them if the instructor had been more involved.

It seems safe to promise participants that most will learn some concepts about *INF* which they can apply in new situations.

Recommendations to Improving Teaching Competencies Program Personnel and *Interpersonal Influence* Publishers

One of the stated objectives for *INF* is that students in classrooms where teachers have been trained will report a more positive classroom climate than those in classrooms where teachers have not been trained. Since the *INF* development is completed, it is recommended that this objective be dropped from any publications concerning *INF* until evidence supporting the system's effect on climate is produced.

Recommendations for Further Studies

Several limitations in the study reported here should be avoided in further studies. Random assignment of participants to the training and control groups should be used, if possible. Additionally it would be helpful if careful specification of the criteria for selecting teachers such as class size, continuity with the same students, etc., were done before selecting teachers for the study.

In regard to test development, no recommendation can be made in determining what types of climate variables should be examined. Reading

difficulty of the instrument should be several years below the grade being tested regardless of the climate variables selected. Careful consideration of reading difficulty should reduce problems of incomplete and possibly invalid data. The use of causal models presents some possibilities for further studies. Studies based upon causal models would provide conceptual clarity which would enable them to both test the evaluation hypotheses and contribute to research on classroom climate and the effects of interpersonal skills training. An example of the use of a causal model for evaluation is available in *Research Utilizing Problem Solving: Outcome Evaluation Report* (Murray, Rassen and Speedie, 1976), an evaluation of the *Research Utilizing Problem Solving* instructional system.

Having school personnel administer climate inventories appears feasible in conducting testing. The designated test administrators appeared capable and willing to follow instructions and take responsibility for returning questionnaires. An initial personal contact and verbal instructions seemed to produce good results, even when the second set of questionnaires was sent to the testers.

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Appendix A:

FIELD TEST INSTRUMENTS

NAME_____
TRAINER_____
SITE_____
DATE_____

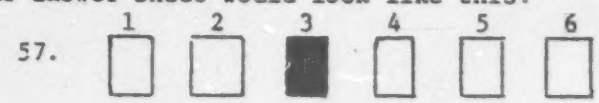
COGNITIVE TEST

We have designed this test to help us assess to what degree participants learn the major ideas presented in the Interpersonal Influence instructional system. It is intended to evaluate the system, NOT YOU. We ask that you consider each question carefully and do the BEST you can. If you are taking the test BEFORE your workshop experience, you will probably be unfamiliar with many of the ideas considered. Don't be bothered by this. It is not expected that you should know the answers before you receive instruction.

A separate answer sheet has been provided for your responses. Please mark all your responses on this sheet. IT IS MOST IMPORTANT THAT YOU USE ONLY A NUMBER 2 PENCIL. The following is an example of a question you might be asked to answer.

> Indicate the source of power used by the influencer in the following situation:
>
> 1) Reward 2) Coercive 3) Referent 4) Legitimate 5) Expert
>
> 57. ____The president always likes to have a local leader accompany him on the platform when he urges volunteers to work harder.

To answer this question, first choose your response. Then look at your answer sheet and find question 57. If you had chosen response 3--Referent Power--as your answer, your answer sheet would look like this:



When changing an answer be sure your first answer is completely erased before darkening the column of your choice. MAKE SURE THERE ARE NO STRAY MARKS ON YOUR PAPER.

I. The following are three basic principles that explain interpersonal influence:
1) Circular process of interpersonal interaction
2) French and Raven's model of sources of social power
3) Kelman's model of interpersonal influence (outcomes and processes)

For each of the following situations, indicate the one principle that would BEST explain the behavior of the person who is the PRIMARY focus of the interaction.

1. ____Jack Nelson fails students in his class if they do not do well on his tests.

2. ____Bill speaks in a gruff voice to Fran who becomes embarrassed and turns red. Bill stops speaking for a moment.

3. ____Dr. Brown demands workshop participants listen to him because he has been hired as the workshop trainer.

4. ____Joe feels frustrated and angry because Brenda interrupts every time he tries to speak.

II. It has been suggested that three processes induce a person to accept influence. They are:

1) Identification 2) Compliance 3) Internalization

For each of the situations described below indicate which one process is central or most important for the person allowing him/herself to be influenced.

5. ____Ms. Wilson uses the inquiry teaching method in her teaching even though she is uncomfortable with it because her principal has stipulated his desire to see this method used.

6. ____Even though he believes the action to be fundamentally wrong, Mr. Quigby agrees with his director, a man he admires, that they should falsify records to insure the success of the program.

7. ____Ms. Shinfield believes that regular attendance is a very important factor in student learning and so keeps exact records of all absences.

8. ____Paul has just been elected to represent the sophomore class on the school council. An issue is being voted on which Paul feels should be rejected. The majority of the council, however, has voted in favor of the issue, so Paul changes his vote to accept the issue.

III. According to French and Raven, the five sources of power are:

1) Reward 2) Coercive 3) Referent 4) Legitimate 5) Expert

Indicate the source of power being used by the influencer in each of the following situations:

9. ____The superintendent introduced the reading specialist as Dr. Smith when he came from Los Angeles to work with a small group of teachers in Portland, Oregon.

10. ____John is late in arriving at school and is told he must report to the school office 30 minutes before school starts the next day.

11. ____The Broom County Sheriff wears a shiny badge.

12. ____Mr. Harris uses the <u>poor</u> students in the sixth grade to assist his second grade slow readers.

13. ____The local education association selects a "Teacher of the Year."

14. ____John Handly always signs his name as "Dr. Handly, MA, Ph.D."

IV. Below are three statements about interpersonal influence. Please indicate whether you think each statement is true or false by writing either 1 for True or 2 for False on your answer sheet.

1	2	
T	F	15. The final outcome or effect of interpersonal influence is completely dependent upon the sources of power used.
T	F	16. Interpersonal influence always involves interpersonal interaction.

1	2	
T	F	17. A teacher, with no prior contact with the students, entering a class the first day of school is most likely to use legitimate power as a source of influence.

V. Please read each question below and respond by indicating the number of the answer on your answer sheet.

18. Which ONE of the following statements about nonverbal behavior is MOST true?

1)____It is a major source of communication and learning.

2)____We know more about our own nonverbal behavior than that of others.

3)____It is generally congruent with intentions.

4)____It is a force in interpersonal influence.

19. Which ONE of the following statements is a description of a feeling by a teacher?

1)____I feel like you don't want to do your assignment.

2)____I feel rejected because you refused to take my advice on the assignment.

3)____I feel you are angry with me because I made the assignment.

4)____I feel the assignment was a poor one.

20. Which ONE of the following is NOT a guideline for receiving feedback?

1)____Indicate the ways you will change your behavior as a result of the feedback.

2)____Check that you understand what is being said.

3)____Be clear about what feedback you want.

4)____Share your reactions and feelings to the feedback.

5)____Paraphrase unclear messages to check for clarity.

21. Which ONE of the following is NOT a guideline for giving feedback?

1)____Provide information that is new to the receiver.

2)____Be descriptive and not interpretive.

3)____Give feedback about behavior that can be changed.

4)____Summarize from many past situations in nonjudgmental ways.

22. Which ONE of the following is NOT a function of a helper in a "helping relationship?"

1)____Press for clarification with helpee

2)____Explain to helpee how he can be helped

3)____Give encouragement and support

4)____Structure analysis of situation

5)____Confirm understanding

23. Since Don is a pacifist, he joins a local peace group. His behavior can best be explained in terms of: (Mark one answer only)

1) compliance 3) internalization

2) identification 4) conformity

24. John, a local conservationist, stands up in a meeting at his church and argues against a proposal to install a coal furnace even though such a heating system will save the church patrons considerable money each year. This is an example of: (Mark one answer only)

1) accountability 3) dual accountability

2) multiple loyalties 4) collusive behavior

25. The principal of Walker High School is disturbed about poor race relations within the school. He appoints a committee of teachers to provide training and to facilitate discussion between staff members which will lead to improved human relationships. As the committee starts its work, it finds that many staff members are reluctant to become involved. The principal will not back the committee's decisions and, in fact, says he is no longer sponsoring the committee. Assuming that committee members wish to continue this work, the ONE source of power that is no longer available to them is:

1) compliance 3) coercive 5) legitimate

2) expert 4) referent

VI. The following basic concepts are related to group phenomena and the processes of interpersonal influence. Choose one concept that would BEST describe each of the following situations and indicate your response on the answer sheet.

1) norms
2) pluralistic ignorance
3) collusive behavior
4) multiple loyalties
5) dual accountability

26. ____John and Janet repeatedly ask superfluous questions and request irrelevant information during meetings of the group.

27. ____Bill and his fellow group members want the group to be more cooperative, but each believes the others are against it.

28. ____All members of the group have the habit of putting each other down rather than complimenting one another.

29. ____All members of the faculty steering committee address the group convener as Mr. Jones.

VIII. Four questions were asked of the six teachers in the Principal's Advisory Group. Below are these questions and the average of the answers that they gave.

Questions	Average Answer
How many members of the group do you expect will TELL YOU if they do not understand something you have said?	5
How many members of the group do you expect will TELL YOU if you have done something that put them down or embarrassed them?	1
How many members of the group will YOU TELL if you don't understand something they have said?	6
How many members of the group will YOU TELL if you are put down or embarrassed by something they have done?	5

Several inferences about the group can be made from these data. Study the data, read each inference and decide whether it is probably true (PT), probably false (PF), or you can't tell (CT) from the data whether the inference is probably true or probably false. Indicate the answer you choose on your answer sheet (PT=1; PF=2; CT=3).

	1	2	3	
30.	PT	PF	CT	There is a strong norm in the advisory group that supports checking out each other's ideas.
31.	PT	PF	CT	There is a strong norm in the advisory group that supports dealing with members' feelings.
32.	PT	PF	CT	This is a satisfying group for the teachers involved.
33.	PT	PF	CT	Members of a group with norms such as this one will be found practicing collusive behavior.
34.	PT	PF	CT	There is a congruence between the individual's perception of the norms and the actual consensus.

SITUATION TEST: FORM A

In the following paragraph a situation is described in which three people are interacting with each other about a problem. Read the situation. Then discuss the situation in terms of all of the possible influencing activities which could occur among the participants. For each activity you describe, consider the dynamics and reasons involved. You will have one-half hour to write about the situation.

> Situation: A principal and two teachers work in the same school. The teachers are both the department heads for their respective subjects. The new school budget is being created and all three persons are trying to influence.

SITUATION TEST: FORM B

In the following paragraph a situation is described in which three people are interacting with each other about a problem. Read the situation. Then discuss the situation in terms of all of the possible influencing activities which could occur among the participants. For each activity you describe, consider the dynamics and reasons involved. You will have one-half hour to write about the situation.

> Situation: A teacher, student teacher, and principal all work at the same school. The principal's son, an unruly and uncooperative child, is in the class taught by the teacher and student teacher. All four persons are trying to influence one another.

Situation Test Scoring Key (Forms A and B)

Indicates a Circular Process At Work		Number of Different Power Sources Mentioned	Individual Sources of Power				Number of Goals and Results (Outcomes)	Number of Needs Mentioned	Compliance Internalization Identification Outcomes	*Testee's Name	Comments
Yes	No		Teacher (A)	Teacher (B)	Principal	Other					

FINAL QUESTIONNAIRE

Name _____
Position _____
Trainer _____

INFLUENCE WORKSHOP QUESTIONNAIRE

This questionnaire is being used to obtain your views concerning a number of features of the Interpersonal Influence Workshop. The information will be used to help us learn more about how you as workshop participants feel about the Interpersonal Influence system. Please answer all of the following questions as honestly and completely as possible.

The following questions ask for your judgments about the usefulness of the workshop. Using the five point scale below please circle the number indicating how successful you would say the information, materials, practice exercises, and methods used in this workshop were in achieving the following goals.
(1 = Not at all successful; 5 = Extremely successful)

	Not at all successful				Extremely successful
1. Providing clear information concerning directions and rationales for the different sessions.	1	2	3	4	5
2. Offering new insights, new ways of viewing old problems.	1	2	3	4	5
3. Addressing what you thought were important issues/vital concerns.	1	2	3	4	5
4. Demanding original thinking on your part.	1	2	3	4	5
5. Helping you make judgments about characteristics of your own influence style.	1	2	3	4	5
6. Helping you identify the extent and nature of your need to influence others.	1	2	3	4	5
7. Maintaining your interest throughout the workshop.	1	2	3	4	5
8. Providing useful skills and concepts for working with others outside your professional life.	1	2	3	4	5
9. Providing information with practical application for your work with students.	1	2	3	4	5
10. Providing information with practical application for your work with teachers.	1	2	3	4	5
11. Providing information with practical application for your work with superiors.	1	2	3	4	5
12. Providing information with practical application for your work with others (please specify who the others are). _____	1	2	3	4	5

FINAL QUESTIONNAIRE

In this section, we are interested in your reaction to the workshop as a whole. Please circle the number which best indicates your reaction.

13. How successful do you feel this workshop was in meeting your expectations about what you personally wanted to get out of it?	Not at all successful				Extremely successful
	1	2	3	4	5
14. How clearly did you understand the workshop's overall objectives?	Very clear				Very unclear
	1	2	3	4	5
15. How successful do you feel the workshop was in achieving its overall objectives?	Extremely successful				Not at all successful
	1	2	3	4	5
16. Now that the workshop is over, how would you sum up the experience?	Extremely worthwhile				Of no worth at all
	1	2	3	4	5
17. Would you recommend this workshop to a friend whose interests are like yours?	Definitely recommend				Definitely not recommend
	1	2	3	4	5
18. How much do you plan to integrate the ideas, skills and/or materials presented in this workshop into your work?	Extensively				Not at all
	1	2	3	4	5

The following questions ask you about how much it cost you to take this training and your feelings about it.

19. For each of the following categories, what costs did you incur in order to attend this workshop? (If none put "0")

$_____$ Travel costs

$_____$ Room and Board

$_____$ Tuition or Fees

$_____$ Other Expenses (Explain) _____

_____

20. Did you give up potential income in order to attend the workshop (e.g. other jobs)?

____ No ____ Yes If yes, please give an estimate of how much $_____$

21. Considering the costs (e.g., monetary, time, etc.) that you incurred in order to attend this workshop, how do you feel?

___The costs were too great compared to what I got out of it.

___The costs were about right for what I got out of it.

___The costs were small compared to what I got out of it.

22. Did the workshop help you make judgments about the characteristics of your own style of influence? ___Yes ___No (If yes, please give an example of a judgment you made.)

23. Has the workshop helped you identify the extent and nature of your own need to influence? ___Yes ___No (If yes, please give an example of what you have identified concerning your need to influence.)

24. What do you feel was the most positive feature of the workshop?

25. What do you feel was the most negative feature of the workshop?

Appendix B:

RECRUTIMENT LETTERS FOR THE FIELD TEST

Re: Interpersonal Influence Workshop

AREA II

June 20, 1974

Dear _____,

The opportunity to participate in a summer pilot test of the Interpersonal Influence Workshop through the Northwest Lab has been offered by some of the participants in the Lab's PETC-III (preparing Educational Training Consultants: Organizational Development) training program.

We are notifying all of the Area II teachers who signed up to participate in the program in October but were unable to do so because spaces were already filled.

District Inservice or American University College credit ($35) will be available to participants. The Northwest Lab will provide participant training materials at no cost to us.

Dates:	Monday, August 5	½ day
	Tuesday, August 6	all day
	Wednesday, August 7	all day
	Wednesday, August 14	½ day
	Thursday, August 15	all day
	Friday, August 16	all day

If you are interested in attending the Interpersonal Influence Workshop in August, please return the enclosed form in the envelope provided.

Sincerely,

Myrna Wickstrom
Advisory Specialist
Area II

Norm Bengal
King School (Administrative Assistant)
Area II

MW,NB:se
enclosure

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Workshop

Interpersonal Influence

Developed by: Northwest Regional Educational Laboratory

Area II workshop dates:

Monday, August 5	½ day
Tuesday, August 6	all day
Wednesday, August 7	all day
Wednesday, August 14	½ day
Thursday, August 15	all day
Friday, August 16	all day

Registration form:

Name _____

Address _____

Phone _____ School _____

Current Position:

____ Teacher

____ Principal

____ Vice-Principal

____ Administrative Assistant

____ Other: _____

_____ Yes, I would like to participate in the Interpersonal Influence Workshop in August. I would prefer:

_____Inservice Credit ____ College credit ($35)

Please return in envelope provided by July 1 - thanks!

Information will be sent to all registrants regarding specific times, location, etc.

MW:se
6/20/74

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AREA II
Portland Public Schools
8020 N. E. Tillamook Street
Portland, Oregon 97213

July 19, 1974

Dear _____:

Your registration for the INTERPERSONAL INFLUENCE workshop has been received and processed. You have indicated that you will prefer:

_____ District In-Service

_____ College Credit ($30.00/American University)

We will be meeting at Madison High School in room _____:

Monday	August 5	8:30 am - 12:00 noon
Tuesday and Wednesday	August 6-7	8:30 am - 4:30 pm
Wednesday	August 14	8:30 am - 12:00 noon
Thursday and Friday	August 15-16	8:30 am - 4:30 pm

All participant materials will be provided by the Northwest Regional Lab for this summer field test. You will be able to keep your materials at the conclusion of the workshop.

We think you will not only enjoy the INTERPERSONAL INFLUENCE workshop but will also benefit personally as well as professionally from the time and effort given to this experience. You will also have the opportunity to interact and dialogue with teacher colleagues from both elementary and high school settings.

There is ample parking at Madison High School. We will plan to begin and end promptly in order to have sufficient time to adequately cover all the material.

Coffee will be ready by 8:15 am -- please bring your favorite cup. We look forward to introducing and facilitating the INTERPERSONAL INFLUENCE workshop.

See you on Monday, August 5, at 8:30 am -- Madison High School.

Sincerely,

Myrna Wickstrom/Norman Bengel
IPI Workshop Facilitators

MW/NB:ds

P.S. Should you have any questions about the workshop, please call:
Myrna's home telephone number - 289-5927 255-7210
Norm's home telephone number - 654-0875

Attached is a list of those who have registered to date.

SPI **Superintendent of Public Instruction**
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

July 17, 1974

M E M O R A N D U M

TO: *Thurston County Educational Association Presidents, District Superintendents and Executive Directors of State Education Associations in "Greater Olympia" Area.*

FROM: *Frank B. Brouillet, State Superintendent of Public Instruction*

RE: *NWRL Field Test*

The Northwest Regional Educational Laboratory has offered to conduct the final field test of a new staff development program titled "Interpersonal Influence Instructional System." (See attached description.) This model has been tested already in various parts of the country and received an enthusiastic response from participants, including Washington teachers and administrators. Dates of the program are August 19-23, 1974, at Evergreen State College in the College Activities Building.

Sixty percent of the participants are to be classroom teachers with the remaining 40% representing other related education groups and/or organizations. Group size is limited to a minimum of 24 and a maximum of 36 participants. There will be no charge for registration or materials. If a participant wishes three graduate credits are available from the U. S. International University, San Diego, California, upon completion of the 30 hours of instruction for a cost of $30.00.

We would appreciate it if you would notify members of your district and/or association of the availability of this program and apologize for the short notification. This agency was informed only yesterday of the opportunity to coordinate this program due to cancellation of the previously scheduled field test in Florida.

If you or any member of your association or district would like to participate, would you please return the enclosed registration form by August 2, 1974 to:

Mrs. Jean Wieman
Supervisor of Learning Resources
Old Capitol Building
Olympia, Washington 98504

Further information can be obtained by contacting Jean Wieman (753-6723) or Bill Radcliffe (753-1137).

IT IS IMPORTANT THAT EACH PARTICIPANT ATTEND ALL SESSIONS.

DIVISION OF PROFESSIONAL SERVICES

Dr. Monica Schmidt
Assistant Superintendent
Professional Services

DIVISION OF CURRICULUM AND INSTRUCTION

Dr. Donald Hair
Assistant Superintendent
Curriculum and Instruction

MS:DH:ms
Enclosures

INTERPERSONAL INFLUENCE INSTRUCTIONAL SYSTEM WORKSHOP

Registration Form

DATES: *August 19-23, 1974*
8:30 am to 4:30 pm Daily (See Attached Schedule)

LOCATION: *Evergreen State College, College Activities Building*

COST: *3 Quarter Hours of Credit ($30.00) OPTIONAL*

NAME: _____

ADDRESS: _____

_____

_____

TELEPHONE: _____

NAME OF ASSOCIATION, DISTRICT OR AGENCY: _____

_____

_____

POSITION (Classroom Teacher, Executive Secretary, Principal, etc.):

_____

PLEASE RETURN THIS FORM AS QUICKLY AS POSSIBLE TO:

Mrs. Jean Wieman
Supervisor of Learning Resources
Old Capitol Building
Olympia, Washington 98504

Telephone: 753-6723

Objectives of the Interpersonal Influence Workshop

Overall objectives of this series of exercises are as follows:

Completion of the activities called for in the instructional system will provide the following competence:

- Ability to identify and explain the major ideas that describe the process of interpersonal influence as presented in the system.
- Capability for using guidelines provided to diagnose and analyze forces and effects of influence in selected interpersonal and group situations.
- Ability to identify and make judgments about your characteristic influence styles.
- Ability to identify extent and nature of your own need to influence.
- Capability for identifying ways in which principles learned and guidelines utilized in the workshop may be applied in settings other than the workshop.

Each unit in the series has one or more objectives which contributes to the achievement of the overall objectives. These objectives will be presented with each unit.

Schedule for an Interpersonal Influence Workshop

A typical schedule for a five-day workshop would look like this:

	Day 1	Day 2	Day 3	Day 4	Day 5
90 min.	Unit 1	Unit 5	Unit 9	Unit 13	Unit 17
15 min.	B R E A K				
90 min.	Unit 2	Unit 6	Unit 10	Unit 14	Unit 18
1 hour	L U N C H				
90 min.	Unit 3	Unit 7	Unit 11	Unit 15	Unit 19
15 min.	B R E A K				
90 min.	Unit 4	Unit 8	Unit 12	Unit 16	Unit 20

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Titles of Sessions

Session 1 Introduction to Interpersonal Influence

Session 2 The Influence of Forming Groups

Session 3 The Circular Process in Interpersonal Influence

Session 4 Central Ideas

Session 5 Defining My Need to Influence

Session 6 Introduction to Face-to-Face Influence

Session 7 Feelings and the Process of Interpersonal Influence

Session 8 Values and Valuing in the Process of Interpersonal Influence

Session 9 Congruence of Intentions and Actions

Session 10 Influence of Nonverbal Behaviors

Session 11 The Helping Relationship

Session 12 Collecting Information About Ways I Influence

Session 13 Identifying My Characteristic Styles of Influencing

Session 14 Dual Accountability

Session 15 Collusive Behaviors

Session 16 Multiple Loyalties

Session 17 Game Playing

Session 18 Assessing Group Norms

Session 19 Pluralistic Ignorance

Session 20 Letting Myself Be Influenced

Introduction to the Interpersonal Influence Instructional System

The series of twenty exercises on Interpersonal Influence has three major dimensions:

1. Learning basic concepts about the process of interpersonal influence.

2. Identifying one's characteristic styles of using and responding to interpersonal influence.

3. Practicing basic skills of interpersonal influence.

The first dimension provides the opportunity to become more knowledgeable about what is involved in the process of interpersonal influence. You will be able to discuss the ideas and derive implications for your own personal style of relationships.

The second dimension will produce an increased awareness of the consequences of your personal style of relating to others for the process of interpersonal influence. The outcome should be a greater ability to be more explicit about what is desired and acceptable in your relationships involving influence.

The focus of the third dimension is a "do it" emphasis. The exercises includes opportunities to identify behaviors described, to practice these behaviors, to assess their effects, to receive feedback from others in the group.

This series provides a setting in which issues of interpersonal influence are raised and dealt with. The knowledge and skills gained should enable the participants to be more aware of their own characteristic style of behaving in the influence process. They will then be able to distinguish more clearly among interpersonal influence issues and other interpersonal interaction issues.

During the twenty units of this workshop, you will experience a variety of ways in which you may learn about interpersonal influence. There will be written definitions and descriptions. There will be some films and tape recordings to illustrate behaviors or present dilemmas. There will be times for reflecting on your own experiences and ways of doing things. There will be times for discussing ideas, experiences and possible meanings in what you are doing. There will be techniques for observing and analyzing behavior, your own and others. There will be opportunities to share your observations with others and to ask for their observations and reactions to your ways of doing things. There will be some simulation, task performance and role playing situations in which you can try out behaviors.

The system is divided into three parts. In Part One the basic concepts and tools for understanding interpersonal influence are introduced. In Part Two attention is paid to characteristic patterns of responses in which the individual engages as he accepts influence or exerts influence. Part Three is concerned with how selected group phenomena influence group development.

Staff Development Course information

Your attention is invited to a staff development workshop that will be offered by Seattle School District's Conflict Resolution Training Program. If you wish to enroll for this workshop, please complete the registration form and return it to Office of Conflict Resolution, 13720 Roosevelt Way North, Seattle, Washington 98133, not later than Wednesday, October 23, 1974.

INTERPERSONAL INFLUENCE WORKSHOP - Interpersonal Influence is an instructional program to provide teachers and administrators with increased skills and recognition of constructive interpersonal influence behaviors. Participants in this workshop will (1) learn basic concepts about the process of interpersonal influence, (2) identify one's characteristic styles of using and responding to interpersonal influence and (3) practice basic skills of interpersonal influence.

This workshop provides a setting in which issues of interpersonal influence are raised and dealt with. The knowledge and skills gained should enable the participants to be more aware of their own characteristic style of behaving in the influence process. They will then be able to distinguish more clearly among interpersonal influence issues and other interpersonal interaction issues. Three graduate extension credits from United States International University (San Diego, California) will be offered to all participants at a cost of $36.00. (No cost if college credit not desired)

Workshop location: Civic Business Center, 557 Roy Street, Seattle, Washington

Dates:	Friday	Nov. 15	Nov. 22	6:00 p.m. - 10:00 p.m.
	Saturday	Nov. 16	Nov. 23	8:30 a.m. - 5:00 p.m.
	Sunday	Nov. 17	Nov. 24	9:00 a.m. - 5:00 p.m.

Course requirements: attendance at all sessions and completion of two survey questionnaires.

For addititional information contact Jim Forneris at 587-4212 (Seattle Schools)

SECTION A

Class Number 579X (PG-360) Transportation, Material, or College Fee (s) _____

Instructor Ward

Name of Class Interpersonal Influence Qtr. Fall

Location of Class 557 Roy Street, Seattle _____

Name _____ Certificated Personnel ☐ Non Certificated ☐

School _____ Grade or Subject _____

Home Address _____ Zip _____

SECTION B

Class Number 579X(PG-360) Fee (s) _____

Instructor Ward

Name of Class INF Qtr. Fall

Location of Class 557 Roy Street, Sea.

Name _____

School _____

(THIS IS YOUR RECEIPT)

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Appendix C:

DESCRIPTIONS AND PSYCHOMETRIC DATA FOR CLIMATE SCALES USED IN THE EVALUATION OF *RESEARCH UTILIZING PROBLEM SOLVING*, *INTERPERSONAL INFLUENCE*, and *GROUP PROCESS SKILLS*

INTRODUCTION

Outcome evaluations of three of the instructional systems developed by the Improving Teaching Competencies Program (ITCP) have involved the use of various measures of classroom climate. This appendix presents the sources of those measures, a brief summary and evaluation of the psychometric data available on the instruments and a summary of psychometric data obtained from the Northwest Regional Educational Laboratory (NWREL) evaluation studies.

The instructional systems being evaluated through the classroom climate measures included *Research Utilizing Problem Solving (RUPS)*, *Interpersonal Influence (INF)*, and *Group Process Skills (GPS)*, which is part of the instructional system *Preparing Educational Training Consultants I (PETC-I)*. While these instructional systems are independent, they all focus heavily upon interpersonal skills and processes. That is, much of the training is designed to focus explicit attention on interpersonal processes and to heighten awareness of certain aspects of interpersonal relationships. All three systems are designed to be appropriate for classroom teachers and are intended to have some effects on their behavior.

The climate measures used in evaluating these instructional systems included scales selected from four instruments, the Student Activities Questionnaire, My Class Inventory, Student Attitude and Activity Survey, and the Student Behavioral Description Questionnaire.

Structure of the Appendix

This appendix has been divided into two sections. The first section includes a description of the climate scales and a brief summary

and evaluation of the published psychometric data available on the instruments. The second section includes reliability data in the form of intraclass correlations and test-retest reliabilities as well as scale intercorrelations computed from data collected in the ITCP evaluation studies.

DESCRIPTIONS OF SCALES AND PUBLISHED PSYCHOMETRIC INFORMATION

Student Activities Questionnaire

The Student Activities Questionnaire was constructed for the evaluation of an ESEA Title III project, Project IMPLODE, which was hypothesized to impact upon classroom climate. It was designed to emphasize the impact of the classroom process rather than its input to the educational system. That is, to determine the traits or abilities of the students. A description of the item generation and piloting procedures is presented in "The Measurement of Academic Climate in Elementary Schools" (Ellison, Callner, Fox and Taylor, 1973). The questionnaire contains sixty multiple-choice items and eight scales. Five of the eight scales have been used for the ITCP evaluation work. One scale of the Student Activities Questionnaire was dropped because it was designed as an implementation measure for Project IMPLODE. Hence, it was not expected to be relevant to *RUPS*, *INF* or *GPS* training. Two additional scales (Career Development and Independent Development) were judged to be of low relevance to the instructional systems developed by the ITCP. The scales which were used included:

Enjoyment of School: A measure of students' enjoyment of class activities and school work

Reinforcement of Self-Concept: A measure of the amount of positive feedback received by students, either through personal contact or structured class activities

Classroom Participation: A measure of student participation in class activities--frequency of class discussions, number of students who typically participate and opportunities for participation

Democratic Classroom Control: A measure of the amount of student input into classroom decision making, planning of individual activities and enforcement of rules

Individualization of Instruction: A measure of the extent that students perceive their teachers as sensitive to their own individual needs, progress and goals

Published psychometric data for the Student Activities Questionnaire consists of scale intercorrelations, intraclass correlation coefficients for each item and additional construct validity evidence in the form of treatment and comparison group differences.

With a sample of 654 fifth and sixth grade students, scale intercorrelations of all 8 of the SAQ scales ranged from .14 to a .49, except for the multiple talent teaching and career development scales which contained some common items. (These two scales were <u>not</u> selected for the evaluation of ITCP systems.) Of the five scales selected for use, the interscale correlations ranged from .14 to .42. The mean interscale correlation for the five selected scales was .26 as opposed to the mean interscale correlation of .35 for the full set of 8 scales on the Student Activities Questionnaire. This indicated greater scale independence among the five scales used than among all eight of the scales. In other words, the more redundant scales were not used.

Item reliability information in the form of intraclass correlation coefficients is available on all of the questionnaire items. Of the intraclass correlations, 33 were significant at the .01 level, 8 were significant at the .05 level, and 18 were nonsignificant. Of the 5 scales selected, 15 intraclass Rs were significant at the .01 level, 5 were significant at the .05 level, and 9 were nonsignificant. The items selected appeared to be neither more nor less reliable than the complete set of 60 Student Activities Questionnaire items.

Additional construct validity evidence available for the Student Activities Questionnaire is that mean comparisons between the experimental and control schools in the Project IMPLODE evaluation resulted in significant differences in the expected direction in all scales except individualization of instruction.

Student Attitude and Activity Survey (SAAS)

The SAAS was developed as a part of a Utah ESEA, Title III Project, the Utah System Approach to Individualized Learning (U-SAIL) (Nelson, 1973). It was developed to assess outcomes of an affective nature as well as student perceptions of certain process considerations. Many of the scales of the SAAS were developed to conceptually parallel the concepts measured with the Student Activities Questionnaire. There are two forms of the SAAS, a Primary Form appropriate for Grades 2 through 4, and an Intermediate Form intended for use with Grades 5 and 6. There are 17 scales included in the SAAS. Many of them, however, were developed as measures of implementation for the U-SAIL project and were not appropriate for evaluation of the three instructional systems.

The scales which were used include general climate, reinforcement of self-concept, general school sentiment, use of process approach, and participation in individualized learning strategies. All of these scales came from the Intermediate Form of the SAAS.

Published reliability information on the SAAS is limited to communalities obtained in a factor analysis of the SAAS variables. The reported communalities range from .71 through .77. There was, however, no reported reliability estimate for the use of process approach variable.

My Class Inventory (MCI)

The MCI was developed to conceptually parallel the Learning Environment Inventory for elementary level school children. The complete MCI includes 45 items in 5 scales: satisfaction, friction, competitiveness, difficulty and cohesiveness. (The difficulty scale is not being used in the ITCP evaluation work.) The scale reliabilities

of the MCI ranged from .54 through .77, based upon an analysis of data from a sample of 655 subjects. There was no validity information reported in the manual for the MCI (Anderson, 1973), for it was still in development at the time it was selected for use in the evaluation of the ITCP training systems.

Student Behavior Description Questionnaire (SBDQ)

The SBDQ was developed to assess the interpersonal needs of high school and junior high school students (Croft, 1966). Although the complete SBDQ taps interpersonal variables in terms of relationships with parents, friends and teachers, only the three scales measuring relationship with teacher factors were used in the evaluation of the three instructional systems of the ITCP. Student perceptions of relationships with parents and friends are not likely linked to the training offered in *RUPS*, *GPS* or *INF*.

The SBDQ was developed primarily through factor analytic techniques. Thus, the scales are relatively homogenous and independent.

PSYCHOMETRIC INFORMATION AVAILABLE FROM IMPROVING TEACHING COMPETENCIES PROGRAM EVALUATION STUDIES

Design Essentials

Psychometric evaluations conducted with data actually used in an evaluation study are potentially more useful than published psychometric information in analyzing technical limitations of the instruments as used. Data from the 18 climate scales collected in the evaluations of *RUPS*, *INF* and *GPS* were used for further psychometric evaluations.

The psychometric information presented in Table A includes scale reliabilities, intraclass correlations (Haggard, 1958) and test-retest reliabilities as well as scale intercorrelations. Since the evaluation designs for these studies included pretraining and posttraining administrations of the climate scales, there are two intraclass correlations for each climate scale as well as a test-retest reliability for each climate scale.

Data collected for these analyses came from fourth, fifth, and sixth grade students in the classrooms of teachers assigned to one of three training groups (*RUPS*, *INF* and *GPS*) or a control group. Specific recruitment and sampling procedures are described earlier in this report and in the *Interpersonal Influence Field Test Impact Study and Expert Review* (Hiscox, Cutting and George, 1976). Readers interpreting Table A of intercorrelations and reliabilities should be aware of three cautions:

1. Few teachers were randomly assigned to the four groups. However, recruitment procedures were quite similar. Thus, the nonrandom assignment of teachers to groups is not expected to have a major impact on the reliabilities and scale intercorrelations for the combined samples.

2. The sample sizes, in terms of teachers or classrooms, for these reliabilities and scale intercorrelations differ from scale to scale for two reasons:

   a. While students in the classrooms of teachers in the *INF*, *GPS* and control groups responded to all of the climate scales treated in Table B, the students in the classrooms of teachers in the *RUPS* group responded to only five of the eighteen scales. (The five scales are marked with an (a) in the table.) As a result the number of classrooms associated with pretest scores for the five scales marked with an (a) is 84, while the number of classrooms associated with the other pretest scores is 52. The number of classrooms associated with posttest scores for the scales with an (a) is 73 and the number of classrooms associated with the other posttest scores is 44. Sample sizes for pretest and posttest data are included in Table B.

   b. The original total sample size for these combined studies involved 107 teachers rather than the 84 teachers for whom pretest data were available. There was 21 percent missing or unusable data for the pretest scores and 32 percent missing or unusable data for posttest scores. The specific impact of these missing data is not known.

3. The climate inventories were administered differently in the studies. All of the students in the classrooms of *RUPS*-trained teachers responded to the five scales from the SAQ. However, since data from 18 scales rather than just 5 scales were needed for the classrooms of the *INF*, *GPS* and control groups, different

Table A

Trait-Time Matrix for Climate Inventory Scales Using Combined *NHPS, IEP, GHS* and Control Data

			PRE																POST															
			MCI				SAQ						SAAS					SBDQ				MCI				SAQ						SAAS					SBDQ		
			S	F	Co	Ch	ES	SC[a]	CP[a]	II[a]	BCC[a]	SAQ[a]	C	R	G	P	I	TC	TT	D	S	F	Co	Ch	ES	SC[a]	CP[a]	II[a]	BCC[a]	SAQ[a]	C	R	G	P	I	TC	TT	D
PRE	MCI	Satisfaction (S)	.53																																		
		Friction (F)	.06	.48																																	
		Competitiveness (Co)	.35	.14	.29																																
		Cohesiveness (Ch)	.37	.25	.34	.58																															
	SAQ	Enjoyment of School (ES)	-.42	-.01	-.14	.15	.08																														
		Reinforcement of Self-Concept (SC)[a]	-.03	-.12	.20	-.19	-.19	.36																													
		Classroom Participation (CP)[a]	-.24	.19	-.27	.00	.37	.44	.72																												
		Individualization of Instruction (II)[a]	-.06	.00	-.01	.00	-.05	.00	-.16	.21																											
		Democratic Classroom Control (BCC)[a]	-.24	.10	-.17	.06	.34	-.13	.23	.11	.79																										
		SAQ[a]	-.27	.07	-.11	-.12	.22	.53	.71	.30	.66	.57																									
	SAAS	Climate (C)	.02	.32	-.14	.01	.02	.12	-.03	.05	-.03	.05	.64																									
		Reinforcement of Self-Concept (R)	.19	.16	-.00	.21	-.03	.11	-.13	-.10	.11	.03	.57	.42																								
		General School Sentiment (G)	.06	.36	-.25	-.10	-.17	-.04	.20	-.05	.07	.07	.61	.53	.44																							
		Process Approach (P)	-.12	.25	.04	.04	.15	.24	-.04	.04	-.03	.11	.32	.26	.12	.42																						
		Individualized Approach (I)	-.07	-.17	.01	.11	-.08	.43	-.20	.10	-.18	.09	.19	.11	.10	.13	.71																					
	SBDQ	Teacher Consideration (TC)	-.01	.37	-.16	.05	.09	.06	-.10	-.19	.07	-.05	.65	.64	.48	.33	.04	.74																				
		Teacher Thrust (TT)	-.02	.33	-.16	.03	.27	.01	-.07	-.17	.22	.03	.55	.53	.33	.42	.05	.84	.70																			
		Teacher Domination (D)	-.22	-.11	.06	.05	.33	-.23	.12	-.03	-.06	-.12	-.40	-.53	-.41	-.25	-.15	-.49	-.43	.53																		
POST	MCI	Satisfaction (S)	.18	.17	-.03	.07	-.18	-.02	.03	-.14	-.19	-.16	.40	.36	.44	.20	-.04	.39	.18	-.21	.64																	
		Friction (F)	.06	-.03	.11	.09	-.04	.03	-.03	-.01	-.05	-.03	.00	-.05	-.04	-.22	.06	.01	-.02	.01	-.54	.43																
		Competitiveness (Co)	.19	.00	.25	.15	.32	-.38	-.11	.13	.01	-.19	-.20	-.27	-.33	-.17	-.01	-.18	-.01	.04	-.20	.05	.57														
		Cohesiveness (Ch)	.03	.27	.05	.18	.10	-.03	.37	.05	-.14	.07	.20	-.10	.13	.23	-.27	.15	.14	-.03	.30	-.01	.05	.17													
	SAQ	Enjoyment of School (ES)	-.07	.16	.07	.03	.07	-.02	.05	.03	-.12	-.05	.19	.26	.23	.20	-.21	.37	.29	-.03	.43	.02	-.12	-.43	.25												
		Reinforcement of Self-Concept (SC)[a]	.07	.01	-.06	-.15	.11	.28	.28	-.06	.09	.27	.03	.02	.12	.22	.25	.02	.09	-.14	.22	-.20	.20	-.33	.02	.27											
		Classroom Participation (CP)[a]	-.12	-.22	-.23	-.33	-.07	.17	.59	.30	.15	.33	-.16	-.12	.09	-.17	-.24	-.09	-.15	.14	.29	-.27	-.13	-.01	.08	.22	.58										
		Individualization of Instruction (II)[a]	.14	-.07	.26	.19	.06	.01	-.04	.12	.11	.08	-.17	-.01	-.09	-.15	.16	-.28	-.23	-.05	.06	-.13	.15	-.31	-.33	.27	.02	.31								
		Democratic Classroom Control (BCC)[a]	.10	-.08	-.08	.01	-.22	.05	.27	.01	.43	.41	-.04	.01	.18	-.13	.08	-.11	-.13	-.06	.14	-.29	-.34	-.07	-.17	.21	.41	.31	.72							
		SAQ[a]	.25	-.14	-.03	-.09	-.06	.17	.42	-.08	.34	.42	-.13	-.04	.12	-.10	.07	-.16	-.17	-.05	.36	-.34	-.06	-.28	-.17	.61	.63	.59	.79	.69						
	SAAS	Climate (C)	.23	.32	.14	.01	-.36	.23	-.09	-.07	-.11	.01	.74	.45	.53	.37	.02	.51	.46	-.45	.42	-.05	-.28	.18	.11	-.11	-.02	-.06	.23	.03	.58					
		Reinforcement of Self-Concept (R)	.34	.17	.18	.26	-.25	.14	.06	-.16	.05	.06	.50	.62	.58	.16	.14	.48	.44	-.53	.19	.06	-.21	.04	-.05	-.19	-.02	-.04	.23	.01	.42	.64				
		General School Sentiment (G)	.26	.35	.31	.13	-.23	.18	.05	-.12	-.26	-.09	.54	.50	.58	.31	.01	.51	.43	-.41	.34	.09	-.22	.16	.34	-.00	-.06	.05	-.02	-.01	.39	.58	.63			
		Process Approach (P)	.05	.05	.08	-.05	-.08	.17	.01	-.09	-.02	.05	.19	.34	.27	.48	.05	.18	.25	-.09	.24	-.13	-.33	.01	.36	.14	.10	-.05	.05	.09	.34	.27	.43	.41		
		Individualized Approach (I)	-.01	.16	.09	-.01	-.22	.29	-.13	.08	.08	.17	.22	.28	.27	.12	.49	.20	.20	-.14	-.13	.10	-.24	-.39	-.13	-.01	-.26	.07	.01	-.06	.27	.34	.31	.24	.64	
	SBDQ	Teacher Consideration (TC)	.25	.39	.18	.24	-.17	.19	-.04	-.06	-.05	.03	.70	.61	.65	.34	.19	.65	.60	-.44	.43	-.13	-.19	.12	.18	.04	-.13	-.02	.19	.04	.78	.73	.75	.42	.36	.69	
		Teacher Thrust (TT)	.31	.44	.26	.23	-.12	.06	.08	-.12	-.04	-.00	.57	.60	.58	.45	.11	.46	.48	-.28	.39	-.13	-.05	.09	.12	.15	-.07	-.00	.15	.09	.73	.63	.73	.46	.30	.85	.56	
		Teacher Domination (D)	.00	-.14	-.04	.13	.20	-.25	.12	-.00	.04	-.06	-.43	-.37	-.51	-.16	-.35	-.50	-.44	.60	-.02	-.17	.00	.09	-.09	-.26	.20	-.10	-.01	-.06	-.49	-.50	-.53	-.11	-.33	-.51	-.65	.43

[a]The *NHPS* sample responded only to these five scales. All other samples responded to all scales given in this table.

Table B

Number of Classrooms and Students for Whom Climate Data Were Analyzed on *RUPS*, *INF*, *GPS* and Control Groups

Scale	Pre		Post	
	Number of Classrooms	Number of Students	Number of Classrooms	Number of Students
Satisfaction	52	721	44	494
Friction	52	721	44	494
Competitiveness	52	721	44	494
Cohesiveness	52	721	44	494
Enjoyment of School	52	721	44	494
Reinforcement of Self-Concept[a]	84	1499	73	1213
Classroom Participation[a]	84	1499	73	1213
Democratic Classroom Control[a]	84	1499	73	1213
Individualization of Instruction[a]	84	1499	73	1213
SAQ Total[a]	84	1499	73	1213
Climate	52	697	73	509
Reinforcement of Self-Concept	52	697	44	509
General School Sentiment	52	697	44	509
Process Approach	52	697	44	509
Individualized Approach	52	697	44	509
Teacher Consideration	52	697	44	509
Teacher Thrust	52	697	44	509
Teacher Domination	52	697	44	509

[a]The *RUPS* sample responded only to these five scales. All other samples responded to all scales given in this table.

administration procedures were required for those three groups. The 18 climate scales were divided into two questionnaires, Forms A and B. The students in each of the classrooms of the *INF*, *GPS* and control group teachers were then randomly assigned to two groups. Students in one of these groups (for each classroom) responded to Form A and students in the other group responded to Form B. Therefore, classroom means for the *RUPS* teachers are based upon all students in each class. Classroom means for *INF*, *GPS* and the control teachers are based upon a random half of the students in each classroom. One of the results of this procedure is that the intraclass reliabilities for the scales not used in the *RUPS* study are slightly lower than they would have been if all students in all groups had responded to all scales.

Interpretation of Table A (Reliabilities)

The interpretation of Table A is limited here to an examination of the reliabilities presented. The intraclass correlations for each scale are presented along the major (larger) diagonal in Table A. The intraclass correlation is a measure of reliability based upon the ratio of between class variance minus within class variance to between class variance. The greater the agreement among students in the same classroom, given consistent differences between classrooms, the greater the intraclass correlation. The intraclass correlation, then, is a measure of relative agreement within predefined groups. It can be interpreted as any reliability coefficient where true score is defined as differences in classroom means and error is defined as within class variance. Since

the intraclass correlation is based upon one test administration there are two intraclass correlations for each scale, one for the pretest and one for the posttest.

Test-retest reliabilities, in the minor (smaller) diagonal, were based upon a pretraining and posttesting administration of the climate scales. They must be viewed then as conservative estimates of stability.

My Class Inventory (MCI). Pretest intraclass correlations for the MCI scales ranged from .29 ($p < .033$) for competitiveness to .58 ($p < .001$) for cohesiveness.

Posttest intraclass correlations ranged from .17 ($p < .180$) for cohesiveness to .64 ($p < .001$) for satisfaction. The most consistently reliable scale from the MCI was the satisfaction scale with intraclass correlations of .53 ($p < .001$) and .64 ($p < .001$). Test-retest reliabilities for the MCI scales were quite low, ranging from -.03 to .25.

Student Activities Questionnaire. Pretest intraclass correlations for this questionnaire ranged from .08 ($p < .317$) for enjoyment of school to .79 ($p < .001$) for democratic classroom control. Posttest intraclass correlations ranged from .25 ($p < .078$) for enjoyment of school to .72 ($p < .001$) for democratic classroom control. Recall that the enjoyment of school intraclass reliabilities are based upon fewer classrooms and fewer students per classroom than for the rest of the scales. Test-retest reliabilities ranged from .07 for enjoyment of school to .59 for classroom participation. Clearly the enjoyment of school scale is much less reliable than the rest of the scales. The two most reliable scales from this questionnaire were classroom participation and democratic classroom control.

Student Attitude and Activity Survey (SAAS). Pretest intraclass correlations from the SAAS ranged from .42 ($p < .002$) for both climate

and process approach to .71 ($p < .001$) for individualized approach. Posttest intraclass correlations ranged from .41 ($p < .004$) for process approach to .64 ($p < .001$) for reinforcement of self-concept and individualized approach. Test-retest reliabilities ranged from .48 for process approach to .74 for climate. Test-retest reliabilities for the SAAS scales were much higher than those for the MCI scales while they were based upon approximately the same number of students and classrooms. One design difference which may have been a factor, however, was that the MCI was part of Form A and the SAAS was part of Form B. Thus, different students were the respondents for these two sets of scales.

Student Behavior Description Questionnaire (SBDQ). Pretest intraclass correlations for the SBDQ ranged from .53 ($p < .001$) for teacher domination to .74 ($p < .001$) for teacher consideration. Posttest intraclass correlations ranged from .43 ($p < .003$) for teacher domination to .69 ($p < .001$) for teacher consideration. Test-retest reliabilities ranged from .48 for teacher thrust to .65 for teacher consideration. Test-retest reliabilities for the SBDQ scales were similar to those for the SAAS and much higher than those for the MCI. Again design differences, specifically inclusion of the SBDQ and SAAS in Form B and the MCI in Form A, may account for the similarities and differences.

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Appendix D:

CLIMATE INVENTORIES AND ADMINISTRATION INSTRUCTIONS

INSTRUCTIONS FOR CLIMATE QUESTIONNAIRE ADMINISTRATION
(FALL, 1974)

Enclosed are copies of the Climate Questionnaire and answer sheets that are to be used as part of an evaluation workshop for two instructional systems from the Northwest Regional Educational Laboratory. Because the questionnaire asks about classroom environment, it is important that the teacher not be in the room while students are answering the questions.

Two forms of the Climate Questionnaire are included for this class. Each child answers only one questionnaire. The questionnaires are alternated so every other student will receive the same form. There is a separate answer sheet for the questionnaire. Please make sure that the children use #2 pencils on the answer sheet that is enclosed.

On the identification portion of the answer sheet, the students should give the information for (1) school, (2) instructor, (3) grade, and (4) test form. The form of the questionnaire (A or B) is given on the front page of each questionnaire booklet. Please make sure that students give complete information to these questions. Without it, the questionnaires cannot be used. It is not necessary for students to blacken the letter boxes on the right-hand portion of the answer sheet. You may save some time and trouble by omitting those sections.

When administering the questionnaire, read the directions on the first page to the students and have the students read them with you. When the students mark their answer to the second example, check that they have correctly marked the answer sheet at question 80. The children should be allowed to ask questions at any time--please answer any questions about procedures, meanings of words, etc. (If several children do not understand a word, a note to us would be helpful.)

After the students finish the questionnaire, please collect all questionnaires and answer sheets and return them to NWREL in the enclosed envelope. Please do not show the teacher the answer sheets, although the teacher may look over the tests.

Thank you very much for your cooperation. If you have any problems or questions, please call Suzanne B. Hiscox or Dean H. Nafziger collect at (503) 224-3650.

Note: When tests were delivered, evaluators emphasized each point in the letter orally. They also pointed out that the sample item should be filled in in box #80 instead of #1.

FORM A

CLIMATE QUESTIONNAIRE

Directions

The purpose of the questions in this booklet is to find out what your class is like. This is not a "test." Your teacher will not see your answers and you do not have to put your name on the answer sheet.

There are two kinds of statements in this booklet. Examples of each kind are printed below.

1. Do you live in Washington?

   1. Yes 2. No

To answer this question, first decide if your answer is Yes or No. Then, look at your answer sheet (the blue and white paper) and find question 1. With your pencil darken column one of question 1, if your answer is Yes.

An example of your answer would be:

	1	2	3	4	5
1.	■	□	□	□	□

Another statement might be:

80. Teachers are happy.

   1. Not very often 3. Often
   2. Sometimes 4. Most of the time

First, decide how often you think teachers are happy. Now, find question 80 on the answer sheet and mark the column for your answer. If you thought teachers were sometimes happy, your answer would look like this:

	1	2	3	4	5
80.	□	■	□	□	□

If you want to change an answer, be sure to erase your first answer and darken the column for your real answer.

Work as quickly as you can. Your counselor will tell you when to stop.

PLEASE TRY TO GIVE YOUR HONEST FEELINGS ABOUT YOUR CLASS.

1. The pupils enjoy their school work in my class.

   1. Yes 2. No

2. Children are always fighting with each other.

   1. Yes 2. No

3. The same people always do the best work in our class.

   1. Yes 2. No

4. My best friends are in my class.

   1. Yes 2. No

5. Some of the children in our class are mean.

   1. Yes 2. No

6. Most pupils are pleased with the class.

   1. Yes 2. No

7. Children often race to see who can finish first.

   1. Yes 2. No

8. Many children in the class play together after school.

   1. Yes 2. No

9. Some pupils don't like the class.

   1. Yes 2. No

10. Most children want their work to be better than their friend's work.

    1. Yes 2. No

11. Many children in our class like to fight.

    1. Yes 2. No

12. In my class everybody is my friend.

    1. Yes 2. No

13. Most of the children in my class enjoy school.

    1. Yes 2. No

14. Some people in my class are not my friends.

    1. Yes 2. No

15. Some pupils don't like other pupils.

1. Yes 2. No

16. Some pupils feel bad when they do not do as well as the others.

1. Yes 2. No

17. In my class I like to work with others.

1. Yes 2. No

18. Most children say the class is fun.

1. Yes 2. No

19. Children have secrets with other children in my class.

1. Yes 2. No

20. Most children don't care who finishes first.

1. Yes 2. No

21. Some children don't like other children.

1. Yes 2. No

22. Some pupils are not happy in class.

1. Yes 2. No

23. All of the children know each other well.

1. Yes 2. No

24. Some pupils always try to do their work better than the others.

1. Yes 2. No

25. Children seem to like the class.

1. Yes 2. No

26. Certain pupils always want to have their own way.

1. Yes 2. No

27. All pupils in my class are close friends.

1. Yes 2. No

28. In our class some pupils always want to do best.

1. Yes 2. No

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29. Some of the pupils don't like the class.

1. Yes 2. No

30. Children in our class fight a lot.

1. Yes 2. No

31. All of the pupils in my class like one another.

1. Yes 2. No

32. Some pupils always do better than the rest of the class.

1. Yes 2. No

33. Certain pupils don't like what other pupils do.

1. Yes 2. No

34. A few children in my class want to be first all of the time.

1. Yes 2. No

35. The class is fun.

1. Yes 2. No

36. Children in our class like each other as friends.

1. Yes 2. No

37. How often do you have class discussion where many students have something to say?

1. Haven't done that yet
2. Not very often
3. About once a week
4. 2 or 3 times a week
5. About once a day or more

38. How often do you have class activities where many students take turns speaking?

1. More than once a day
2. Once a day
3. 2 or 3 times a week
4. About once a week
5. Not very often

39. In general, how are problems usually solved in your classroom?

1. Our teacher solves the problems alone
2. The teacher and the students work together

40. How often do other students in your class tell you that you have done a good job?

1. Not very often
2. About once a week
3. About 2 or 3 time a week
4. Once a day or more

41. How often do the students in your class talk to the teacher about how much time they should spend on an activity?

1. More than once a day
2. About once a day
3. 2 or 3 times a week
4. Once a week
5. Not very often

42. Do you ever want to continue to do your work during recess or lunch?

1. No, never
2. Almost never
3. About once a week, or less
4. Sometimes during the week
5. Almost every day

43. Do you ever work on something that other students in your class are not working on?

1. No, usually we work on the same thing
2. Sometimes, about once a week or less
3. Fairly often, 2 or 3 times a week

44. Does your class have discussions about how the students should act?

1. Yes
2. Not very often
3. No, generally the teacher tells us

45. How often does your teacher encourage you to try a difficult task?

1. Almost never
2. Sometimes, once a week or less
3. Fairly often, 2 or 3 times a week
4. About once a day
5. 2 or 3 times a day

46. How often do you talk to a teacher by yourself about your schoolwork?

1. 2 or 3 times a day
2. About once a day
3. About once a week
4. Almost never

47. How often are your excited about going to school in the morning?

1. Almost never
2. Once in a while during the school year
3. About once a week
4. Almost every day

48. Do you think your teacher knows what kinds of activities you like the most?

1. Not very well
2. I don't know
3. Yes

49. Does your class have activities where many students get called on?

1. No, haven't done that yet
2. Not very often
3. About once a week
4. Yes, about once a day or more

50. How often does your teacher permit a lot of talking and activities in your classroom?

1. A number of times a day
2. About once a day
3. The classroom is usually quiet

51. In the classroom, the teacher usually calls on:

1. The same group of students
2. Almost all the students

52. Do you have activities where the teacher has you tell someone else about something?

1. No, haven't done that yet
2. Not very often
3. About once a week
4. Yes, 2 or 3 times a week or more

53. How often can you speak out in a classroom discussion when you want to?

1. Almost never
2. Not very often
3. Sometimes
4. Fairly often
5. Always

54. How often does your teacher tell you about something you have done well?

1. Almost never
2. Sometimes, once a week or less
3. Fairly often, 2 or 3 times a week
4. About once a day
5. 2 or 3 times a day

55. How often does your teacher let students decide how an activity or project should be done?

1. Almost never
2. Sometimes
3. Most of the time

56. How often do you spend <u>less</u> time on some activities than other students do?

1. Fairly often, 2 or 3 times a week
2. Sometimes, about once a week or less
3. Almost never

57. How often do you spend <u>more</u> time on some activities than other students do?

1. Fairly often, 2 or 3 times a week
2. Sometimes, about once a week or less
3. Almost never

58. How much do you like what you do at school?

1. I don't like it
2. I like it a little
3. I like it
4. I really like it

59. How often do you tell your parents about something good that happened in school?

1. Very seldom
2. Sometimes, about once or twice a week
3. Almost every day

60. How often do you get excited about what is happening in class?

1. Almost never
2. Not very often, less than once a week
3. Sometimes, about once or twice a week
4. Almost every day

61. Have you ever wanted to stay after school to finish up something if you could?

1. Yes, once a week or more
2. Sometimes
3. No, almost never

62. Who decides what the class will do?

1. The teacher usually decides by herself what the class will do
2. We often plan with the teacher what we will do

63. Does your teacher know what is easy and what is hard for you?

1. No, not very well
2. Sometimes
3. Yes, knows very well

64. How do you usually feel when your teacher talks to you about your school work?

1. Encouraged
2. Don't know
3. A little discouraged

65. Are you proud of the things you do in school?

1. Very proud
2. Proud of some things, not proud of others
3. Not very proud

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An example of your answer would be:

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1.	■	□	□	□	□

Another statement might be:

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   1. Not very often 3. Often
   2. Sometimes 4. Most of the time

First, decide how often you think teachers are happy. Now, find question 80 on the answer sheet and mark the column for your answer. If you thought teachers were sometimes happy, your answer would look like this:

	1	2	3	4	5
80.	□	■	□	□	□

If you want to change an answer, be sure to erase your first answer and darken the column for your real answer.

Work as quickly as you can. Your counselor will tell you when to stop.

PLEASE TRY TO GIVE YOUR HONEST FEELINGS ABOUT YOUR CLASS.

1. Does your teacher decide all of the work you do each day?

   1. Yes 2. No

2. Do you usually feel good about your work after talking with your teacher?

   1. Yes 2. No

3. Do you ever go back to your room early to work during lunch?

   1. Yes 2. No

4. Does your teacher often ask questions which make you think hard?

   1. Yes 2. No

5. Do you like to come to school?

   1. Yes 2. No

6. Do you feel that your teacher likes you?

   1. Yes 2. No

7. Do you ever spend time in school talking about why things are the way they are?

   1. Yes 2. No

8. When you have something to say to other children, do you say it?

   1. Yes 2. No

9. Do you sometimes think of your school as a jail?

   1. Yes 2. No

10. Is school a happy place for you to be?

    1. Yes 2. No

11. Do you ever tell your parents about good things that happen at school?

    1. Yes 2. No

12. Does your school have too many rules?

    1. Yes 2. No

13. Do you stay after school and help the teacher?

    1. Yes 2. No

14. In the morning, do you feel like going to school?

1. Yes 2. No

15. Does your class ever talk about the good and bad sides of something?

1. Yes 2. No

16. Does your teacher let you know when you have done your work well?

1. Yes 2. No

17. Do you (sometimes) feel bad after talking with your teacher about your school work?

1. Yes 2. No

18. Do you ever tell your parents about bad things that happen at school?

1. Yes 2. No

19. Does your teacher sometimes make you feel bad?

1. Yes 2. No

20. In school, have you ever put things in groups according to the ways they are alike and different?

1. Yes 2. No

21. In the morning, do you often feel like staying home and not like going to school?

1. Yes 2. No

22. Do you choose your own work very often in school?

1. Yes 2. No

23. Does your teacher want you to speak up in class?

1. Yes 2. No

24. Are you scared to go to the office at school?

1. Yes 2. No

25. When you finish one job--do you sometimes choose what job you will do next?

1. Yes 2. No

26. Does your teacher always tell you what to do in school?

1. Yes 2. No

27. Do you get a headache when you think about school?

1. Yes 2. No

28. Are you afraid to tell your teacher when you don't know what you are supposed to do?

1. Yes 2. No

29. Do you wish you were in a different class at school?

1. Yes 2. No

30. Would you rather stay home than come to school?

1. Yes 2. No

31. Do you feel/get sick very often when you are at school?

1. Yes 2. No

32. I like talking with my teachers.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

33. Teachers make fun of what the boys and girls say.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

34. Teachers are easy to get along with.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

35. Teachers are very good friends of mine.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

36. Teachers get mad at boys and girls.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

37. Teachers are nice to the boys and girls.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

38. Teachers know a lot.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

39. Teachers are too busy.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

40. Teachers do special things for boys and girls.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

41. Teachers listen carefully to the kids' questions.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

42. Teachers make fun of the boys and girls when they make mistakes.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

43. Teachers help the boys and girls think clearly about class work.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

44. Teachers don't let boys and girls finish what they are saying.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

45. Teachers help the boys and girls with any problems they may have.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

46. Teachers know what they are talking about.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

47. Teachers are kind and cheerful.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

48. Teachers try very hard to teach boys and girls something.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

49. Teachers try to tell boys and girls what to do.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

50. Teachers tell boys and girls about new things they find.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

51. Teachers speak in a way boys and girls can't talk back to them.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

52. Teachers tell funny stories to boys and girls in class.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

53. Teachers tell why they question students.

1. Not very often
2. Sometimes
3. Often
4. Most of the time

INSTRUCTIONS FOR CLIMATE QUESTIONNAIRE

WINTER, 1975

November 28, 1974

Dear_____,

_____, a teacher at your school is participating in a workshop on interpersonal and group processes next fall. The workshop is sponsored by the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon. As part of the evaluation of the wrokshop, NWREL is administering a 30 minute climate questionnaire to the students in this teacher's class both this spring and next winter. _____ has indicated to us that you will administer the questionnaire for us. Because we are asking children about climate, it is very important that the teacher *not be in the room* when they answer the questionnaire; therefore, if you cannot administer the questionnaire during the next several days, please call me (COLLECT) and I will make arrangements for NWREL staff to administer it.

Two forms of a climate questionnaire are included for this class. *Each child answers only one questionnaire.* The questionnaires are alternated so every other student will receive the same form. There is a separate answer sheet for the questionnaire. Please make sure that the children use #2 pencils on the answer sheet.

When administering the questionnaire, please read the directions on the first page to the students and have them read them with you. When the students mark their answer to the second example, check that they have correctly marked the answer sheet at question 80. The children should be allowed to ask questions at any time--please answer any questions about procedures, meanings of words, etc. (If several children do not understand a word, a note to us would be helpful.)

After the students finish the questionnaire, please collect all questionnaires and answer sheets and return them to me in the enclosed envelope. Please do not show the teacher the answer sheets, although the teacher may look over the tests, if desired.

Thank you very much for your cooperation. If you have any problems or questions, please call.

Sincerely,

Suzanne B. Hiscox,
Senior Evaluator

SBH:s
Encls.

Appendix E:

MARKETING QUESTIONNAIRE AND
EXPERT REVIEW QUESTIONNAIRE

MARKETING QUESTIONNAIRE

Date_____ Workshop Site _____

1. Position: Please check the appropriate response(s) in each column.

____ Teacher	____ Elementary
____ Administrator	____ Junior High or Middle School
____ Staff	____ Senior High
____ Other (please specify)	____ College/University (please specify)
_____	_____

2. Highest degree obtained: ____ BS/BA ____ MS/MA ____Ed.D/Ph.D

3. Years of Experience:

____ Teaching	____ Administration
____ Staff work	____ Other (please specify)
	_____
	_____

4. NWREL instructional systems previously attended: (check all that apply)

____ Systematic and Objective Analysis of Instruction	____ Interpersonal Communications (IPC)
____ Interaction Analysis	____ Research Utilizing Problem Solving (RUPS)
____ Facilitating Inquiry	____ Group Process Skills (GPS)
____ Higher Level Thinking	____ PETC-I
____ System Approach for Education (SAFE)	____ PETC-II
____ Conflict-Negotiations	____ PETC-III

5. One of the features of *Interpersonal Influence* is the assumption that persons who have participated in a training workshop will be able to train others. If you were asked to conduct an *Interpersonal Influence* workshop in your district, how would you rate your capability as an *Influence* trainer? (check all that apply)

____ Would not feel at all capable of being a trainer
____ Would want further experience with the system before being a trainer
____ Would want further experience in conducting workshops in general (please specify) _____

_____

____ Would feel comfortable acting as a co-trainer first, then as a trainer
____ Would feel somewhat capable of being a trainer
____ Would feel perfectly capable of being a trainer
____ Other (please specify) _____

_____

_____

6. Imagine that your district is considering using *Interpersonal Influence* with teachers. Since you have been a participant in a workshop, you are asked by the staff development committee to answer some questions about the workshop.

A. What are the strengths and weakness of the system?

	STRENGTHS	WEAKNESSES
Materials		
Workshop Format		
Probable Short-Term Effects		
Probable Long-Term Effects		

B. Summary Scale - Please summarize your responses by checking the appropriate box on the scales below.

MATERIAL CONTENT

☐ Comprehensive ☐ Adequate ☐ Superficial

MATERIAL CONTENT

☐ Useful ☐ Somewhat useful ☐ Not very useful

WORKSHOP FORMAT

☐ Well organized ☐ Parts were organized ☐ Poorly organized

PROBABLE SHORT-TERM EFFECTS

☐ Probably positive effects ☐ Probably little effect ☐ Probably negative effects

PROBABLE LONG-TERM EFFECTS

☐ Probably positive effects ☐ Probably little effect ☐ Probably negative effects

7. In your opinion, who could best benefit from taking this workshop? (check no more than 3)

____ Elementary teachers

____ Secondary teachers

____ Librarians

____ Counselors

____ Building support staff

____ School building-based administrators (principals, vice-principals, etc.)

____ District administrators (superintendents, assistant superintendents, administrative assistants, directors of programs, etc.)

____ College professors

____ College administrators (deans, department heads, upper-level administrators, etc.)

____ Educational consultants

____ State department of education personnel

____ Educational association staff members

____ Board member or trustee

____ Other (please specify) _____

_____

_____

8. What would the major benefit be to each of the groups you checked above?

_____

_____

_____

_____

_____

_____

_____

EXPERT REVIEW QUESTIONNAIRE

1. What is your position? If you act in more than one capacity for a school district or other organization, please check each position that applies.

I. School Administration Personnel

____principal
____vice-principal
____superintendent
____assistant superintendent in charge of _____
____administrative assistant in charge of _____
____coordinator of _____
____supervisor of _____
____director of _____
____member of a task force on _____
____other (please specify) _____

II. College/University Personnel

____professor (instructor)
subject area:
____social sciences
____education
____mathematics
____physical/biological sciences
____business
____humanities
____other (please specify) _____

____president
____department head
____dean
____administrative assistant in charge of _____
____head of an educational research project
____member of a consulting team
____other (please specify) _____

_____

III. Independent Consulting Personnel

____member of an independent consulting firm
____independent trainer

Check any of the descriptors listed below which apply

____NTL background
____organization development consultant
____community development consultant
____laboratory educator
____group relations training consultant
____personal growth group consultant
____other (please specify) _____

IV. Other Educational Personnel

____member of state department of education staff (please specify)_____
_____
____member of state education association staff (please specify)_____
_____
____member of national education association staff or committee (please specify) _____
____other (please specify) _____

V. Government Personnel

____please specify_____

2. The Improving Teaching Competencies Program at the Northwest Regional Educational Laboratory has developed a number of workshops for educational personnel. The workshops are listed below. Please check all of the following workshops in which you have been a participant. If you have been a trainer in any of the workshops, please indicate the number of times.

	PARTICIPANT (Check those in which you were a participant)	TRAINER (List number of times you served as a trainer or co-trainer)
Interpersonal Influence	____	____
Research Utilizing Problem Solving (RUPS)	____	____
Cross-Age Peer Help	____	____
Relevant Explorations in Active Learning (REAL)	____	____
Systematic and Objective Analysis of Instruction (SOAI)	____	____
Interaction Analysis	____	____
Higher Level Thought Processes	____	____
Facilitating Inquiry in the Classroom	____	____
Social Conflict and Negotiative Problem Solving	____	____
Interpersonal Communication (IPC)	____	____
Preparing Educational Training Consultants (PETC-I)	____	____
PETC-II	____	____
PETC-III	____	____
Systems Approach for Education (SAFE)	____	____

3. How familiar are you with human development and/or group process skills workshops? Please check the appropriate box.

As a *trainer*:

☐ Very familiar with this area	☐ Familiar with this area	☐ Somewhat familiar with this area	☐ Not very familiar with this area	☐ Very little familiarity with this area

As a *participant*:

☐ Very familiar with this area	☐ Familiar with this area	☐ Somewhat familiar with this area	☐ Not very familiar with this area	☐ Very little familiarity with this area

4.a. Of the various client systems with which you deal, whom do you feel would *best* benefit from *Interpersonal Influence* training? Please check no more than 5 categories.

____Elementary teachers
____Secondary teachers
____College professors/instructors
____Principals
____Vice-principals
____Superintendents
____Assistant superintendents
____Administrative assistants
____Other school district administrative personnel (please specify)
_____

____College/university presidents
____Department heads
____Deans
____Administrative assistants
____Other college/university administrative personnel (please specify)_____
____Counselors
____Librarians
____Support staff (please specify)_____
_____

____Board members or trustees
____State department of education personnel (please specify)_____
_____

____Education association personnel (please specify)_____
_____

____Other educational personnel (please specify)_____
_____

____Persons not involved in education (such as clergymen, homemakers, law enforcement personnel, librarians, secretaries, business persons) Please specify:
_____
_____
_____

4.b. What would the benefit be to each of the groups you checked above?

_____

_____

_____

_____

_____

_____

_____

_____

For questions 5 and 6, imagine that one of your client systems is considering using *Interpersonal Influence* to train school administrators. Please frame your answers in that context.

5. You have been asked by your client system to describe the important aspects of the system as succinctly as possible. What features of the system would you emphasize? Please indicate which of those listed below you feel are positive by putting a + in the space; mark negative features with a - in the blank. Please add other aspects you would include in your report.

_____The basic cost for the materials (leader's manual, participants' materials, audio-visual materials)
_____The time necessary for the workshop (30 hours of training)
_____Persons who have participated in *Interpersonal Influence* can act as trainers in subsequent sessions
_____The system employs small group interaction for learning
_____The system emphasizes reflective and self-directed learning
_____The system presents various conceptual models relating to human development
_____Other (please specify)_____

_____

_____

_____

_____

6.a. In your report to your client system, you are asked to compare *Interpersonal Influence* with another human development workshop/ instructional system which you have conducted (or with which you are otherwise familiar). The client system is interested only in workshops to be used in training school administrators. Which system would you use for the comparison?

Title_____

Author _____

Publisher _____

Why did you choose this system?

_____

_____

_____

_____

_____

_____

_____

6.b. Please list the strengths and weaknesses of each system below in terms of the categories given. Write any additional comparisons on the back of this page.

EVALUATION CATEGORIES	*INTERPERSONAL INFLUENCE*		OTHER SYSTEM _____ (System Name)	
	STRENGTHS	WEAKNESSES	STRENGTHS	WEAKNESSES
COST				
WORKSHOP FORMAT (Including ease of implementation)				
MATERIAL CONTENT				
AUDIENCE (Does the system adequately reach school administrators?)				
PROBABLE SHORT-TERM EFFECTS				
PROBABLE LONG-TERM EFFECTS				
OTHER				

NOTE: This table is presented in sample size for the reader's use. Ample space for answers appeared on the original form used in the evaluation study.

6.c. Please summarize your responses to 6.a. by checking the appropriate box on the scales below.

INTERPERSONAL INFLUENCE			OTHER SYSTEM		
COST			COST		
☐ Reasonable	☐ Somewhat Reasonable	☐ Prohibitively Expensive	☐ Reasonable	☐ Somewhat Reasonable	☐ Prohibitively Expensive
WORKSHOP FORMAT			WORKSHOP FORMAT		
☐ Well-organized	☐ Parts were Organized	☐ Poorly Organized	☐ Well-organized	☐ Parts were Organized	☐ Poorly Organized
MATERIAL CONTENT			MATERIAL CONTENT		
☐ Comprehensive	☐ Adequate	☐ Superficial	☐ Comprehensive	☐ Adequate	☐ Superficial
USEFULNESS TO CLIENTS			USEFULNESS TO CLIENTS		
☐ Useful	☐ Somewhat Useful	☐ Not Useful	☐ Useful	☐ Somewhat Useful	☐ Not Useful
AUDIENCE			AUDIENCE		
☐ Appropriate for Administrators	☐ Adequate	☐ Inappropriate for Administrators	☐ Appropriate for Administrators	☐ Adequate	☐ Inappropriate for Administrators

Which would you recommend your client system select?

_____ *Interpersonal Influence*

_____ Other System

7. If you were asked to conduct an *Interpersonal Influence* workshop in your own client system, or one for which you did a great deal of consulting work, how would you rank your capability as an *Influence* trainer? Please mark the most appropriate response(s) in the list below with an F (for familiar client system).

Now look at the list again and rank your capability as an *Influence* trainer in a client system in which you had *not* worked before and in which you had no personal contacts. Please mark the most appropriate response with a U (for unfamiliar client system). *You may respond U and F to the same statement, if that seems appropriate.*

____Would not feel at all capable of being a trainer
____Would want further experience in conducting workshops in general (What kind?) _____
____Would want further experience with *Interpersonal Influence* before being a trainer (What kind?) _____
____Would feel capable acting as a co-trainer first, then as a trainer
____Would feel somewhat capable of being a trainer
____Would feel perfectly capable of being a trainer
____Other (please specify) _____
_____
_____
_____

8. Please check all of the situations below in which you would feel comfortable using *Interpersonal Influence*.

	As a trainer	*As a co-trainer with someone you know*	*As a co-trainer with someone you do not know*
Training people you know in your own client system	_____	_____	_____
Training people you know NOT in your own client system	_____	_____	_____
Training people you do NOT know in your own client system	_____	_____	_____
Training people you do NOT know who are NOT in your client system	_____	_____	_____

9. If you were leading an *Interpersonal Influence* workshop, you might wish to make some changes in the system. Please indicate which (if any) of the aspects listed below you would change. In the space to the right of each item, please elaborate upon your choice--specific changes, rationale for change, etc. Please list additional changes and comments on the back of the page.

____1. no change_____
____2. the number of trainers_____
____3. the number of participants_____
____4. the size of the groups_____
____5. the length of time required for the training_____
____6. the number of exercises_____
____7. the sequence of activities_____
____8. the introduction_____
____9. specific exercise(s)_____
___10. the focus for participation (from small groups to...)_____
_____
___11. other_____

10. Costs for *Interpersonal Influence* workshop materials will be $19.95 for the leader's manual, $12.95 per set for participant materials and $99.50 for audiovisual materials. How would a workshop probably be financed in your client system? In some instances, college credit will be available to workshop participants.

Following the example given below, please estimate the pattern of financing for your client system. If the cost of an item will be divided among several agencies, please give the percentage breakdown; if an agency will absorb the entire cost of an item, write 100% in the appropriate column.

Example:

	Leader's Manual	Participant's Manual	College Credit Tuition for Participants	Audio Visual Material
District money pay for	*100%*			*100%*
Individual schools pay for		*75%*		
Participants pay for		*25%*	*100%*	

	Leader's Manual	Participant's Manual	College Credit Tuition for Participants	Audio Visual Material
_____ pay for				
_____ pay for				
_____ pay for				
_____ pay for				

11. *Interpersonal Influence* will soon be commercially available. If the publishers adhere to their former practice, the system will be sold not only to educational personnel, but also an adaptation will be available to businesses interested in organizational development activities. Would the knowledge that people in business use a form of the material be likely to have positive or negative effects on potential educational buyers and workshop participants? Please list these effects under the appropriate category.

Positive Effects	Negative Effects

Thank you for participating in the expert review of *Interpersonal Influence*. If you have any additional comments and/or suggestions, please use the space below and the back of this page.

Please return the questionnaire to Suzanne Hiscox by August 22.

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Appendix F:

LIST OF NATIONAL TRAINING LABORATORY
AND *INTERPERSONAL INFLUENCE* TRAINERS
AND LETTERS SENT TO EXPERT REVIEWERS

LIST OF NATIONAL TRAINING LABORATORIES TRAINERS[1]

Davis A. Kolb

Kenneth J. Mitchell

Robert Chasnoff

Jack R. Gibb

Paul C. Buchanan

Phillip Worchel

Marilyn E. Harris

William P. Golden, Jr.

Millie T. Alban

Merrill F. Raber

Leonard D. Goodstein

William B. Eddy

John J. Sherwood

W. Brendan Reddy

Norma Jean Anderson

Newton Margulies

Ramon Ganzarain

J. Weldon Moffit

April R. Mill

Maurice L. Rettit

Alexander J. Howard, Jr.

Richard A. Schmuck

Boris Gertz

Charles R. Ferguson

Miriam M. Ritvo

[1]Two NTL Trainers requested that their name not be used in the review and one questionnaire was sent out without an identification number.

LIST OF INTERPERSONAL INFLUENCE TRAINERS

Bill Symons

Jim Forneris

Chuck Dolinger

Tom Wilson

Bill Drummond

Richard Fain

William Sawyer

Norm Bengel

Charles Carpenter

Jack Tesmer

Robert Ward

Anna Nuernberger

Dennis Van Avery

Northwest
Regional
Educational
Laboratory

710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

July 31, 1975

We are currently conducting an expert review of *Interpersonal Influence*, a workshop developed by the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory. *Interpersonal Influence* is one of a number of instructional systems developed by the program for educational personnel. All the systems are presented in a workshop format; they focus on consulting, group process and interpersonal skills.

We would like to know whether you would be willing to participate in the expert review of *Interpersonal Influence*. As an experienced trainer, you are an extremely valuable resource to us in the review. Because of your experience with human development training, you might be interested in examining the system, which has been used with administrators and teachers in many workshops held throughout the country. In return for your help as a reviewer, you may keep the Leader's Manual we will send to you. Also, your name would be listed in the publication of the review as a member of the expert review panel; your specific comments would, of course, remain anonymous.

For the review, you would be expected to examine the Leader's Manual and transcripts of audiotapes and movies used in the workshop, then respond to a nine-page questionnaire. The questionnaire asks for your perceptions of the system, its strengths and weaknesses and possible uses by various educational clients. We estimate that examination of the materials and completion of the questionnaire will take five to six hours; the bulk of the time will be spent examining the manual.

Information describing *Interpersonal Influence* is included to facilitate your decision about reviewing the system. Your review would need to be returned to us by August 22; please keep this date in mind in making your decision. Please return the enclosed postcard indicating whether or not you are interested in acting as an expert reviewer.

If you need any further information, please call COLLECT Sue Hiscox at (503) 248-6860 or Pam Cutting at 248-6865.

We hope that you will be able to act as a reviewer. Your experience in conducting interpersonal skills training sessions will provide a unique perspective in determining the value of *Interpersonal Influence*. Our hope is that the review will benefit you as well as us.

Sincerely,

Suzanne B. Hiscox,

and

Pamela J. Cutting,

Evaluation Specialists
Program 100

SBH,PJC:s
Enclosures

Northwest
Regional
Educational
Laboratory

710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

August 6, 1975

Dear Reviewer:

Thank you for agreeing to review and respond to the enclosed questionnaire about *Interpersonal Influence*. The memorandum which prefaces the questionnaire includes a brief outline of the system and information about the instrument. Specific instructions for completing the instrument are included in the questionnaire.

Your thoughtful comments will help us determine ways to market the system and provide accurate and helpful information to potential users. Your experience in present workshops will make your input valuable in outlining the strengths and weaknesses of the products.

Again, thank you for helping us. Please return the questionnaire to us by August 22. If you have any questions about the review or about the questionnaire, don't hesitate to call us at (503) 248-6860 or 248-6865.

Sincerely,

Suzanne B. Hiscox and
Pamela J. Cutting

SBH/PJC:s
Enclosures

Northwest
Regional
Educational
Laboratory

710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

August 21, 1975

We are currently conducting an expert review of *Interpersonal Influence*, a workshop developed by the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory. *Interpersonal Influence* is one of a number of instructional systems developed by the program for educational personnel. All the systems are presented in a workshop format; they focus on consulting, group process and interpersonal skills.

We would like to know whether you would be willing to participate in the expert review of *Interpersonal Influence*. As an experienced trainer, you are an extremely valuable resource to us in the review. Because of your experience with human development training, you might be interested in examining the system, which has been used with administrators and teachers in many workshops held throughout the country. In return for your help as a reviewer, you may keep the Leader's Manual we will send to you. Also, your name would be listed in the publication of the review as a member of the expert review panel; your specific comments would, of course, remain anonymous.

For the review, you would be expected to examine the Leader's Manual and transcripts of audiotapes and movies used in the workshop, then respond to a nine-page questionnaire. The questionnaire asks for your perceptions of the system, its strengths and weaknesses and possible uses by various educational clients. We estimate that examination of the materials and completion of the questionnaire will take five to six hours; the bulk of the time will be spent examining the manual.

Information describing *Interpersonal Influence* is included to facilitate your decision about reviewing the system. Your review would need to be returned to us by September 26; please keep this date in mind in making your decision. Please return the enclosed postcard indicating whether or not you are interested in acting as an expert reviewer.

If you need any further information, please call COLLECT Sue Hiscox at (503) 248-6860 or Pam Cutting at 248-6865.

We hope that you will be able to act as a reviewer. Your experience in conducting interpersonal skills training sessions will provide a unique perspective in determining the value of *Interpersonal Influence*. Our hope is that the review will benefit you as well as us.

Sincerely,

Suzanne B. Hiscox
Evaluation Specialist

Pamela J. Cutting
Research Assistant

SBH:PJC:jh
Enclosures

Introduction to the *Interpersonal Influence* Instructional System

The series of twenty exercises in *Interpersonal Influence* has three major dimensions:

1. Learning basic concepts about the process of interpersonal influence.

2. Identifying one's characteristic styles of using and responding to interpersonal influence.

3. Practicing basic skills of interpersonal influence.

The first dimension provides the opportunity to become more knowledgeable about what is involved in the process of interpersonal influence. You will be able to discuss the ideas and derive implications for your own personal style of relationships.

The second dimension will produce an increased awareness of the consequences of your personal style of relating to others for the process of interpersonal influence. The outcome should be a greater ability to be more explicit about what is desired and acceptable in your relationships involving influence.

The focus of the third dimension is a "do it" emphasis. The exercises include opportunities to identify behaviors described, to practice these behaviors, to assess their effects, to receive feedback from others in the group.

This series provides a setting in which issues of interpersonal influence are raised and dealt with. The knowledge and skills gained should enable the participants to be more aware of their own characteristic style of behaving in the influence process. They will then be able to distinguish more clearly among interpersonal influence issues and other interpersonal interaction issues.

During the twenty units of this workshop, you will experience a variety of ways in which you may learn about interpersonal influence. There will be written definitions and descriptions. There will be some films and tape recordings to illustrate behaviors or present dilemmas. There will be times for reflecting on your own experiences and ways of doing things. There will be times for discussing ideas, experiences and possible meanings in which you are doing. There will be techniques for observing and analyzing behavior, your own and others. There will be opportunities to share your observations with others and to ask for their observations and reactions to your ways of doing things. There will be some simulation, task performance and role playing situations in which you can try out behaviors.

The system is divided into three parts. In Part One the basic concepts and tools for understanding interpersonal influence are introduced. In Part Two attention is paid to characteristic patterns of responses in which the individual engages as he accepts influence or exerts influence. Part Three is concerned with how selected group phenomena influence group development.

Titles of Sessions

Session 1 Introduction to *Interpersonal Influence*

Session 2 The Influence of Forming Groups

Session 3 The Circular Process in Interpersonal Influence

Session 4 Central Ideas

Session 5 Defining My Need to Influence

Session 6 Introduction to Face-to-Face Influence

Session 7 Feelings and the Process of Interpersonal Influence

Session 8 Values and Valuing in the Process of Interpersonal Influence

Session 9 Congruence of Intentions and Actions

Session 10 Influence of Nonverbal Behaviors

Session 11 The Helping Relationship

Session 12 Collecting Information About Ways I Influence

Session 13 Identifying My Characteristic Styles of Influencing

Session 14 Dual Accountability

Session 15 Collusive Behaviors

Session 16 Multiple Loyalties

Session 17 Game Playing

Session 18 Assessing Group Norms

Session 19 Pluralistic Ignorance

Session 20 Letting Myself Be Influenced

Objectives of the *Interpersonal Influence* Workshop

Overall objectives of this series of exercises are as follows:

Completion of the activities called for in the instructional system will provide the following competence:

- Ability to identify and explain the major ideas that describe the process of interpersonal influence as presented in the system.
- Capability for using guidelines provided to diagnose and analyze forces and effects of influence in selected interpersonal and group situations.
- Ability to identify and make judgments about your characteristic influence styles.
- Ability to identify extent and nature of your own need to influence.
- Capability for identifying ways in which principles learned and guidelines utilized in the workshop may be applied in settings other than the workshop.

Each unit in the series has one or more objectives which contributes to the achievement of the overall objectives. These objectives will be presented with each unit.

Schedule for an *Interpersonal Influence* Workshop

A typical schedule for a five-day workshop would look like this:

	Day 1	Day 2	Day 3	Day 4	Day 5
90 min.	Unit 1	Unit 5	Unit 9	Unit 13	Unit 17
15 min.	B R E A K				
90 min.	Unit 2	Unit 6	Unit 10	Unit 14	Unit 18
1 hour	L U N C H				
90 min.	Unit 3	Unit 7	Unit 11	Unit 15	Unit 19
15 min.	B R E A K				
90 min.	Unit 4	Unit 8	Unit 12	Unit 16	Unit 20

Northwest
Regional
Educational
Laboratory

710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

July 31, 1975

As part of the final evaluation of the *Interpersonal Influence* system, we are asking people who have trained *Influence* to participate in an expert review. You, as an experienced trainer of the system, have a unique viewpoint which will help us to determine how the system should be described and marketed to potential users.

We have enclosed a questionnaire asking your opinion of what we feel are important issues. Because of your expertise and familiarity with *Interpersonal Influence*, we anticipate that the questionnaire should not take too long to complete despite its lengthy appearance. Please return the completed forms to us no later than August 13, 1975.

Your anonymity will be protected by the numerical code printed at the top of your questionnaire: this code is for followup procedures only and will not be used for identification purposes. However, your name will appear in publications listing the expert review panel.

Thank you for your cooperation and assistance with the marketing survey, and if you need any further information, please call COLLECT Sue Hiscox at (503) 248-6860 or Pam Cutting at 248-6865.

Sincerely,

Suzanne B. Hiscox,

and

Pamela J. Cutting,

Evaluation Specialists
Program 100

SBH,PJC:s
Enclosures

Northwest Regional Educational Laboratory
710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

MEMORANDUM

TO *Interpersonal Influence* Reviewers

FROM Sue Hiscox and Pamela Cutting

SUBJECT Expert Review of *Interpersonal Influence*

The evaluation design of the *Interpersonal Influence* instructional system developed by NWREL's Improving Teaching Competencies Program calls for an expert review as a part of the final evaluation report. In order to get a wide range of opinion and comment, we are asking two groups of subjects to participate in the review: trainers who have conducted *Interpersonal Influence* workshops and persons who are unfamiliar with this system, but who are skilled trainers of other systems.

The *Interpersonal Influence* system provides materials and strategies for 20 sequentially arranged exercises to be led by trainers in a 30-hour workshop. The major purpose of the system is to provide workshop participants with a set of concepts and skills to help them understand interpersonal and group processes within their peer groups and in the classroom and to help them engage in productive, collaborative efforts.

The first five exercises introduce a variety of conceptual models to describe and explain the process of *Interpersonal Influence*: sources of power (French and Raven, 1948); levels of power (May, 1972); processes of influence (Kelman, 1961); circular process of interpersonal relationships (Lippitt, 1968); and hierarchy of needs (Maslow, 1954). The following eight sessions serve to increase participants' understanding of the models and help them to use the models to identify the ways of relating to others in influence situations. The final seven exercises focus on use of the models and practice in small groups.

The enclosed questionnaire is aimed at determining the marketability of the system. The first part of the questionnaire asks about your occupation and familiarity with NWREL workshops and other workshops in general. These questions are designed to "profile" each reviewer's background. Subsequent questions are concerned with your perceptions of an opinions of certain aspects of the system which pertain to its marketability. Some of the questions may be difficult to answer if you have not participated in *Interpersonal Influence* training. If you feel that you cannot adequately answer a question, please make a comment to that effect in the margin.

TO *Interpersonal Influence* Reviewers

Your responses will be treated as confidential information. Summaries of reviewers' comments will be used to describe the system and make marketing decisions. Identification numbers have been assigned to each reviewer; these will be used only for followup of nonrespondents.

Please return the questionnaire in the enclosed stamped, self-addressed envelope by September 26. You may keep the manual and other materials for your own use and reference.

Appendix G:

COMPARISON WORKSHOPS FOR
INTERPERSONAL INFLUENCE
INSTRUCTIONAL SYSTEM

A. SYSTEMS FOR WHICH INFORMATION WAS COLLECTED

Managerial Grid
Robert Blake and Jane Mouton
Scientific Methods

The following information refers to Telemetrics Workshop which is based on the concept of the Managerial Grid. The workshop objectives are to learn the grid concept and to develop in participants a management style where there is maximum concern for both purpose and people The managerial grid represents a two-dimensional analysis of leadership behaviors. The two dimensions are a concern for purpose and a concern for people. The 5-day workshop with 30 hours of prework includes structured exercises, teamwork and the use of feedback instruments. The workshop cost is $400 per person.

T-Group
Bradford, Gibb and Benne
Wiley, Inc.

The t-group as practiced by the NTL Institute has objectives of increasing the participants' knowledge of themselves, interpersonal relations and group behavior. The individual participants have as their task the creation of a group whose members can learn from one another. Individuals are given the opportunity to see others' perceptions of and relations to their behavior and to experiment with new behaviors. The target population for the 6-day training session includes professionals in all fields. The t-group workshops are held for groups of 8 to 12 individuals. They are informal and unstructured with most of the workshop time spent in small groups. The small group work is combined with theory sessions, skill development intergroup activities and role playing.

Management of Conflict
Schmidt, Thomas, Millgate, Olson
Xicom

The objectives of the Management of Conflict training system are that participants will:

1. Understand that conflict is a legitimate and important process which can be managed
2. Identify, understand and apply five modes of coping with conflict situations
3. Understand some of the special problems in boss-subordinate conflict
4. Understand the dynamics of special problems of intergroup conflict
5. Develop new strategies for dealing with conflict

The workshop lasting one to two days is designed for managers. The instructional system consists of four training units: (a) Conflict in Perspective, (b) Dealing with Conflict, (c) Conflict in Organizations and (d) Managing Conflict: Strategies and Tactics. The system utilizes five on-the-job filmed situations. The workshop cost of $900 includes one leader's manual, 24 participant workbooks and the filmed simulations.

Organizational Development Workshop -
The Administrator as a Convenor of Organizational Problem Solving
Jack Nelson
Beaverton School District

The workshop follows the techniques outlined in *Handbook of Organizational Development in Schools*, (Schmuck and Runkel, 1972).[1] The objectives are to change the principal's decision making style so that the principal functions as a convenor of problem solving and invloves all levels of the educational system (faculty, staff and students) in the decision making process. The training of school principals (as presented

[1]Schmuck, R. and P. Runkel, et al. *Handbook of Organizational Development in Schools*. Palo Alto, California: Mayfield Publishers, 1972.

in Schmuck's book) includes theory discussions, structured exercises, skill practice and data feedback. The length of the Beaverton Organizational Development Workshop is 5 days with 40 hours followup.

Group Process Workshop
Ft. Logan Mental Health Center
Denver, Colorado

The workshop design has varied considerably. Each workshop has been designed for the client group and the objectives have ranged from participants becoming familiar with group process concepts to participants increasing their group process skills in specified areas. The workshop format includes structured exercises and theory discussions. Some of the workshops have included t-groups. A series of workshops was conducted for mental health professionals. The target population of additional workshops has varied. The workshops have ranged in length from one-half day to two weeks with an average length of about two to three days.

Research Utilizing Problem Solving
C. Jung, R. Emory and R. Pino
Northwest Regional Educational Laboratory

The instructional system's objectives are to increase participants' skills for systematically carrying out a 5-step method of problem solving. The 30-hour workshop is organized into 16 units, each unit consisting of a series of concept papers, group discussions and exercises. Much of the workshop time is spent in small groups of three to six people. The workshop includes a simulation exercise which is designed to build participants' problem solving skills. The instructional system includes a separate version for teachers and school administrators. Costs for the workshop are $12 to $16 per participant

(for workshop materials and text) and $15 for the leader's guide and audiotape recordings.

Interpersonal Communications
C. Jung, R. Howard, R. Emory and R. Pino
Northwest Regional Educational Laboratory

The 30-hour instructional system has as its objectives: increased interpersonal communication skills, improved perceptual listening and conversational abilities, effective school building communication patterns and increased ability to communicate under pressure. The basic learning group is a sextet, in which participants train each other using guidelines and criteria provided in the materials. The material costs per participant trained are about $19.

Sequential Analysis of Verbal Interaction (SAVI)
Simon Agazarian
Research for Better Schools

The Sequential Analysis of Verbal Interaction is a verbal category system which is presented in book form. In addition to describing the verbal categories and coding procedures of SAVI, the book presents a theory of group communication, the mechanical and interpretive aspects of the system and an application of the system for validating communication theories.

NTL Management Work Conference
National Training Laboratories

The NTL Management Work Conference is a seven day conference designed to help administrators and managers develop greater skill in working in one-to-one relationships and small groups. Participants have opportunities to examine their images of their roles, to receive

feedback from others on their behavior and to see the consequences of different managerial styles for group operations and decision making. The tuition and registration cost for the conference is $400.

B. SYSTEMS FOR WHICH NO INFORMATION WAS COLLECTED

1. Supervision
   HDI
   Atlanta, Georgia

2. UCLA Leadership and Organizational Development Lab
   University of California at Los Angeles

3. Improving Interpersonal Effectiveness
   Organizational Development Center

4. Professional Development Program
   Marilyn E. Havier
   (Unpublished)

5. School Climate Improvement and other
   CFK Ltd. Associates/Phi Delta Kappa

6. Principals' Training on Building-Level Comprehensive Planning
   Drummond, Kruzer, Hedges
   University of Florida
   (Unpublished)

7. Power Lab
   NTL

8. NTL Educator Labs
   (No specific Lab was mentioned)

C. LISTED ALTERNATIVES TO *INTERPERSONAL INFLUENCE* THAT ARE NOT INSTRUCTIONAL SYSTEMS

1. Transactional Analysis
2. Problem Solving Models/Management by Objectives
3. A uniquely designed program for the client group[1]
4. An organizational development program designed for the client group.

[1]Two people listed this as an alternative.

SUMMARY REPORT OF INTERPERSONAL INFLUENCE FIELD TEST, IMPACT STUDY AND EXPERT REVIEW

Improving Teaching Competencies Program

Catherine A. George
Stephen L. Murray

February 1976

Northwest Regional Educational Laboratory
Portland, Oregon 97204

February 1976

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PREFACE

This publication is one of a series of summary evaluation reports issued by the Northwest Regional Educational Laboratory to document evaluation findings for selected products. The subject of this report is *Interpersonal Influence*, an instructional system developed in the Improving Teaching Competencies Program.

This report summarizes the technical report *Interpersonal Influence Field Test, Impact Study and Expert Review* which presents the data collected about the impact of the system on the classrooms of teachers trained in *Interpersonal Influence*. The information is intended to provide evidence related to the impact of *Interpersonal Influence* training on students. Although this information is primarily summative in nature, it should also help those who may be considering modifying the system to increase the likelihood of achieving impact on students.

An institutional technical review has been conducted by Laboratory specialists external to the Program. Qualified evaluation consultants external to the Laboratory have also reviewed this report.

Lawrence D. Fish
Executive Director

INTRODUCTION

The following is a summary of the *Interpersonal Influence Field Test, Impact Study and Expert Review* (Hiscox, Cutting and George, 1976) from the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory (NWREL). This summary provides an overview of the evaluation results of a field test, impact study and expert review of the *Interpersonal Influence (INF)* system. The reader is referred to the full technical report for specific details of the sampling procedures, instrumentation and data analysis procedures used in the study.

Interpersonal Influence is one of several instructional systems developed for mass distribution by the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory. Materials in this system have been designed for use in either preservice or inservice workshops. They include training strategies and procedures as well as participant instructional materials.

Participants in an *Interpersonal Influence* workshop are provided instruction in the process of *Interpersonal Influence*. Through the use of the five conceptual models listed below, participants are encouraged to identify their personal styles of relating to others in influence situations and to focus on influence and on practicing these interpersonal skills in small group settings.

1. Sources of Power (French and Raven, 1948)
2. Levels of Power (May, 1972)
3. Processes in Influence (Kelman, 1961)

4. Curricular Process of Interpersonal Relationships (Lippitt, 1968)

5. Hierarchy of Needs (Maslow, 1954)

The system consists of 20 exercises led by a trainer in a 30-hour workshop. The strategies, materials and procedures are planned and structured to conform to the "Do-Look-Learn" instructional model of the Improving Teaching Competencies Program. This model stresses reflective and self-directed learning with a minimum of instructional intervention. The exercises utilize formal instruction, independent, self-directed work and small group work sessions.

Participants who involve themselves in an *Interpersonal Influence* workshop should anticipate a particular type of learning experience. Small group or independent self-directed work consumes most of the participant's time and the training strategies encourage a high degree of involvement with a minimum of instructor intervention.

The target population for the *Interpersonal Influence* instructional system includes teachers and administrators at all grade levels. An assumption of the developers is that those teachers and administrators who voluntarily choose to involve themselves in an *INF* workshop are most likely to benefit from it.

EFFECTIVENESS OF INSTRUCTIONAL SYSTEM

This evaluation was conducted to provide information about trainee knowledge and awareness gains as well as the ability of the trainees to apply the concepts presented in the system. Additionally, information was collected relating to trainee judgments of the quality and acceptability of the contents, strategies and materials of the instructional system.

Test Site Characteristics

The design of the field study called for three workshops, each with 24 participants. Recruitment for all field test sites was conducted by the groups sponsoring the workshops. The training population was to consist of a random sample of those who volunteered to participate at each site. A trainee composition was specified of at least 60 percent elementary or secondary teachers, and 40 percent administrators, service personnel or persons from institutes of higher education. Recruitment problems resulted in design modifications.

Recruitment took place at four field test sites. The original three sites were Spearfish, South Dakota; Portland, Oregon; and Olympia, Washington. Due to poor attendance at the Spearfish site, it was dropped and Seattle, Washington, was added.

Portland. Both trainers at the Portland site had previous experience in training with the *Interpersonal Influence* system and

approximately one-fourth of the twenty-four participants were familiar with other ITCP systems.

Olympia. Nineteen participants were trained at the Olympia workshop. The trainer had used the *INF* system several times prior to the field test, but the participants in the Olympia workshop were not familiar with the training model used in the ITCP systems. A great deal of hostility concerning the structure of the system was voiced.

Seattle. Seventeen trainees attended the workshop in Seattle. Few of these trainees had been involved in other ITCP workshops. The two trainers had trained several of ITCP systems and were familiar with the training model used.

Design Deviations. Several deviations from the evaluation design occurred. Random selection of participants was not possible at any site, because the number of volunteers did not exceed the number of participants needed. Olympia's population had only 53 percent teachers instead of the specified 60 percent. While the design specified one-week workshops during the summer of 1974, recruitment problems for the Seattle workshop led to its being held during consecutive weekends in the fall.

Knowledge Attainment

Workshop effects were assessed through a comparison of pretests and posttests to determine changes in trainee knowledge and skills. A Cognitive Test designed to measure trainee ability to identify and define the concepts, generalizations and principles presented in the instructional system was administered to workshop participants. The

pretest mean of 17.7 and the posttest mean of 23.4 resulted in a mean gain of 5.7 points. This was found to be statistically significant and indicated that trainees increased their ability to identify and explain the ideas presented during the training. No significant differences in gains were found between the sites.

A paper and pencil situational test was developed to determine trainee proficiency in two areas: (a) analyzing influence forces and effects in a hypothetical situation and (b) identifying ways in which the workshop could be applied to another setting. Two forms of the test were administered. Responses to the Situation Test were analyzed in terms of concepts presented. The test was scored for evidence of a circular process, the sources of power attributed to the characters, and the needs, goals and outcomes mentioned for all of the people in the situation. Scores in the latter two areas were in terms of the total number of references to the concepts of sources of power as well as needs, goals and outcomes.

Positive changes for both test forms occurred for the sources of power scores, although only the Form B test results were statistically significant. The Portland site scored consistently highest on sources of power scores for both the pretest and posttest. Need scores increased from pretest to posttest in all instances, except for Form B at Seattle. The increase, however, was not statistically significant.

When scored for evidence of a circular process, the situational test indicated that although the scores changed from pretest to posttest, there was no uniform positive change across all sites. Since

all trainees used the workshop concepts in answering the situational test, it was concluded that the trainees were able to identify ways in which the concepts introduced could be applied to new settings.

Improved performance in at least some aspects of an influence situation occurred at every site. It may be inferred, therefore, that participants in *Interpersonal Influence* will gain knowledge concerning the concepts taught in the system and will learn to apply the concepts.

Awareness of Influence Behavior

Participants were asked whether the workshop helped them make judgments about characteristics of their own styles of influence. Of the Portland group, 96 percent answered "yes" as did 93 percent of the Seattle group. Only 47 percent of the particpants in Olympia responded in the affirmative. When respondents were asked to give an example of what was learned, the responses related to specific knowledge about the individual's attempts to influence people.

When subjects were specifically asked whether the workshop had helped them identify the extent and nature of their need to influence, the percentage of affirmative responses was 83 percent for Portland, 60 percent for Seattle and 26 percent for Olympia. The participants were again asked to give examples of what they had learned. In general, subjects reported an awareness of their need to influence others in terms of either a need hierarchy presented in the workshop or in terms of specific motives for influencing others.

This leads to the conclusion that the Portland and Seattle workshops were viewed as helping participants learn about their influence

styles as well as the extent and nature of their need to influence. This effect was not predominant for Olympia.

Perceived Relevance and Utility

Trainees were asked how successful the workshop was in providing ideas or skills which were useful in a variety of settings. Mean responses to all of these questions were generally positive for the Portland and Seattle sites and were generally neutral or negative for Olympia.

Reported Satisfaction

When asked about workshop satisfaction, Olympia participants were usually negative or neutral in their ratings, the Portland group was positive, and the Seattle respondents were usually neutral to positive.

Participants were asked several questions about their perceptions of their costs incurred. They were also questioned about whether the workshop was worth this cost. At all sites costs to most participants were minimal, except for the time spent in the workshop. Portland and Seattle participants generally felt the costs were about right or too small, while 42 percent of Olympia participants felt the costs were too high.

When asked what they liked least about the workshop, Olympia trainees responded that they would have preferred a different structure. A number of participants disliked the inflexibility of timing. They also felt some ambiguity existed in the instructions or goals

for specific activities. The social interaction and use of learning groups plus the workshop materials and structure were frequently mentioned as the most positive features of the workshop.

In summary, people were relatively satisfied with the content and materials of the system, although some of the directions were unclear. The structure of the workshop was more controversial, with participants at Olympia experiencing particular difficulty.

IMPACT ON INSTRUCTIONAL CLIMATE

The focus of the impact portion of the study was to assess whether students in classrooms where teachers have been trained in an *Interpersonal Influence* workshop report a more positive classroom climate than those in classrooms where teachers have not been trained.

Test Site Characteristics

The design called for the simultaneous recruitment of 144 fourth- through sixth-grade teachers to be randomly assigned to one of four treatments for studies of two instructional systems. One of the treatments was to involve participants in a one-week *Interpersonal Influence* workshop, another was to involve participants in a one-week *Group Process Skills* workshop. *Group Process Skills (GPS)* is part of a training system entitled Preparing Educational Training Consultants. It was developed by members of the Improving Teaching Competencies Program. The third group was to be involved in a two-week workshop which would combine both the *Interpersonal Influence* and *Group Process Skills* workshops. The fourth group, a control group, was to be tested with other groups and receive training after the testing.

Subject recruitment was conducted in Seattle through brochures distributed to fourth- through sixth-grade teachers. Teachers were informed that if they signed up for the workshop they would be randomly assigned to a group. Response to the brochures was poor and the workshop was postponed to allow for another recruitment effort. Because delaying the workshop until fall would require weekend meetings, the

one-week workshops also were scheduled over two consecutive weekends. The two-week workshop combining the *Interpersonal Influence* and *Group Process Skills* was eliminated at this point because it was felt that few teachers would be able to attend workshops for four consecutive weekends.

During the second recruitment effort teachers were given an option of stating their preference for either the two-weekend workshop or the delayed workshop. This action eliminated the random sample, but was felt necessary in order to obtain subjects.

Respondents desiring the one-week workshop were randomly assigned to either *Group Process Skills* or *Interpersonal Influence*. Those preferring the delayed workshop were put into the control group. Each workshop was assigned 36 participants. Only 22 people, however, appeared for the *Interpersonal Influence* workshop, 25 for the *Group Process Skills* and 27 for the control group. The participants, for the *Group Process Skills* workshop were recruited for another NWREL evaluation study involving classroom climate and the data collected from this group was not included in this study.

During the initial meetings of the groups, trainees provided the names of persons willing to administer classroom climate questionnaires to their students. Of the 49 *INF* and control group teachers, usable pretest and posttest data were collected from 23. Of the 23, 13 teachers were in the *Interpersonal Influence* workshop and 10 were in the control group.

The Background Questionnaire administered to the teachers showed that most of the trainees were between the ages of 30 and 50. Most of

them had more than 7 years of teaching experience. Few of the trainees had participated in other ITCP workshops. The control group, however, had more participants with previous experience in human relations workshops. The main reason the teachers signed up for the workshop were that it satisfied some requirement, there was no cost for attending, and the trainees really wanted to learn about the subject.

Effects

A classroom climate inventory was used to detect differences in classroom climate which resulted from exposure to the *Interpersonal Influence* workshop. The inventory was a compilation of scales from four instruments selected because they dealt directly with teacher behaviors (since teachers were the workshop participants) and consideration on the part of teachers (e.g., letting more people talk in the classroom or paying more attention to students' feelings and motives).

None of the scales showed significant differences between the *INF* and control groups. An examination of the differences in posttest adjusted means indicated that the *INF* group was rated more favorably than the comparison group on 5 of 17 climate scales. The comparison group was rated more favorably on 12 scales. Of 10 climate scales rated as having some relationship to the system goals, 5 were rated more favorably on the posttest for the *INF* group. These differences may have been due to chance, sampling bias, small sample sizes or timing of the posttesting as well as treatment effects. It cannot be concluded that participation in *INF* will affect classroom climate. Participants should not expect the workshop to specifically help them

change the classroom climate in predictable ways until evidence supporting the system's effect on climate is produced.

EXPERT REVIEW

The expert review focused primarily upon marketing questions to determine how the *Interpersonal Influence* system might be used by various educational personnel.

Subjects

Three groups of subjects were recruited for the expert review. The first group consisted of 26 participants in an *INF* workshop, given at the University of Idaho in July 1975. The second group was composed of people who had previously trained one or more *INF* workshops.

The third group of subjects was randomly selected from a listing of personnel affiliated with the NTL Institute for Applied Behavioral Science (NTL). Each person selected from the list was qualified in two of four areas of competence: organizational development consultant, laboratory educator, group relations training consultant and personal growth group consultant. An initial mailing to 135 NTL trainers included a letter asking them to be in the review, a brief description of *INF*, and a postcard to return indicating their willingness or unwillingness to participate in the review. Of the 135 trainers, 24 people responded to this mailing indicating their willingness to act as reviewers of *INF*. The deadline was extended from August 22 to September 26 in order to attract more reviewers. The mailing procedure was repeated for the remaining 75 eligible people from the NTL trainers list. In all, 50 NTL trainers agreed to review *INF;* complete responses were received from 29 reviewers. Five letters of critique and four letters explaining why the questionnaire was not

completed were also received. One questionnaire was received too late to tally.

A Background Questionnaire administered to the *INF* and NTL trainers showed that most of the *INF* and NTL trainers filled more than one role. Over half of the *INF* trainers had a school administrative position and nearly all of the NTL trainers had a college position. Most of the *INF* and NTL trainers indicated they were very familiar with human development and group process skills workshops, both as workshop trainers and as participants.

Results

The most frequently listed potential client groups for *INF* included elementary and secondary teachers as well as school-based and district-level administrators. When asked to indicate how *INF* would help the client systems they selected, many reviewers mentioned general outcomes such as increased awareness of influence or increased skill. Reviewers who gave reasons for selecting specific client systems usually indicated that the clients were in influential positions or in positions requiring influence or negotiation skills.

Interpersonal Influence was developed so people with one-time participant experience could act in the future as *INF* workshop trainers. Of the three groups of subjects for this evaluation study, however, the group with only participant experience did not feel capable of training *INF*. The NTL and the *INF* trainers felt capable in training with the *INF* materials.

INF and NTL trainers were asked to think of an alternative workshop to *Interpersonal Influence* for use with administrators. They then compared *INF* with the alternative system in terms of cost, workshop format, material content, appropriateness for administrators, and probably short- and long-term effects.

Regarding the cost of *INF*, thirteen reviewers felt the costs were reasonable or inexpensive, six reviewers thought *INF* was too expensive.

The most frequently listed strengths of *INF*'s workshop format were: ease of implementation, good organization, and a balance between cognitive and experiential learning. A concern with at least one of the activities, excessive structure and the amount of time needed for the workshop, was the most frequently listed weakness of *INF*'s workshop format.

The theory-based content and the comprehensive material were the most frequently listed strengths of the *INF* content. The weaknesses most frequently listed were: the content was not comprehensive; the emphasis should be changed and the content lacked flexibility.

NTL and *INF* trainers were asked to rate the appropriateness of *INF* for administrators, one of the several audiences for *INF*. Eleven reviewers felt that it adequately reached administrators, three felt it could be adapted to them. Six reviewers felt it was not appropriate for administrators and generally indicated teachers as a more appropriate audience.

In terms of probable short-term effects, the most frequently listed strengths were: creating increased awareness of influence

behaviors and skills as well as increasing the participant's knowledge of the concepts presented in *Interpersonal Influence*. The possibility that *INF* would not cause much change and/or the possibility of negative training effects were listed by eight reviewers.

Among the reviewers' expectations for long-term effects of *INF* were: changed awareness of behavior, *INF* acting as a basis for future learning, greater self-confidence and new group norms of cross-role participation in the workshop. Listed weaknesses included: lack of any effect without followup and the possibility of negative effects such as frustrations in attempting to use the concepts.

NTL and *INF* trainers were asked to list important aspects of *INF* which would positively or negatively affect their recommendation of the system to an interested school district. The use of small group interaction for learning and the emphasis of reflective and self-directed learning were the most frequently mentioned positive aspects. The 30 hours required for the workshop training was the most frequently listed negative aspect of the *Interpersonal Influence* system. Additionally, *INF* and NTL trainers were asked to suggest changes they would make if they trained the system. A number of reviewers would make no changes; others would change primarily the training time and number of exercises.

INF and NTL trainers were asked how *INF* might be financed in one of their client systems. Overall, most of the respondents felt the school district or the individual schools should pay the cost of *Interpersonal Influence* training.

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